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NATIONAL
LOUIS
UNIVERSITY

ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY HANDBOOK 2024-2025

ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY PSYD PROGRAM

2024-2025

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PURPOSE OF HANDBOOK

This program student handbook describes the components of the Illinois School of Professional Psychology (ISPP) Clinical Psychology doctoral (PsyD) program at National Louis University (NLU). This handbook includes the program aim, competencies, coursework requirements, general information about practicum and internship policies and practices, student evaluation, advising, and a number of degree and program procedural requirements and timelines. Please be advised that information, procedures, and rules described in this handbook can be subject to change by NLU or ISPP. Whenever possible, advance notice is provided of any changes. However, students are referred to the [NLU Graduate Catalog](#) and the [Student Guidebook](#) online for updates as well as to ISPP's Clinical Training Manual and the Dissertation Manual for other updates.

ABOUT THE ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY

The Illinois School of Professional Psychology at National Louis University is housed under the College of Psychology and Behavioral Sciences. The ISPP program offers the doctoral degree in clinical psychology (PsyD). Our program follows the practitioner-scholar model of clinical training, which prepares aspiring psychologists to develop the essential knowledge, skills, and attitudes required for successful clinical practice. ISPP was founded in 1976 and was the first PsyD program in the Midwest. We graduated our first class of PsyD candidates in 1980. Since the inception of ISPP, the focus has been on providing a strong foundation in clinical theory, evidence-based practice, preparation for working with diverse populations, and service to the community and the profession in an environment of close mentoring and supervision. As part of National Louis University, this tradition continues.

NLU is regionally accredited by the [Higher Learning Commission](#) (HLC), one of six regional institutional accreditors recognized by the [United States Department of Education](#) and the [Council for Higher Education Accreditation](#). Currently, NLU is on the [Standard Pathway](#) to regional accreditation, which follows a 10-year cycle focused on quality assurance and institutional improvement. For more information about regional accreditation, visit the [institutional accreditation website](#).

ISPP's PsyD program is accredited by the Commission on Accreditation of the American Psychological Association (APA). This status was granted to the ISPP/NLU PsyD program, effective May 5, 2021, with the next site visit scheduled in 2031. Before this, ISPP had been fully accredited by the APA from 1985 until its relocation to NLU due to the closure of ISPP's previous campus, Argosy University, in March 2019.

PSYD PROGRAM DESCRIPTION

The primary purpose of the PsyD in *Clinical Psychology* degree program is to educate and train students in the major aspects of clinical practice. To help ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. The PsyD in *Clinical Psychology* degree program combines relevant research, applied theory, and field experience and is designed to prepare graduated students to apply psychological knowledge in a variety of settings and roles. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in several specific foundational, clinical, conceptual, and professional skills.

Graduates are trained in the science and practice of psychology and can apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The competency areas are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association (APA). Completing the clinical psychology program indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

The program is designed to prepare graduates to be eligible for licensure as clinical psychologists. However, students should know that licensing requirements and regulations vary by state. All states require applicants for licensure to pass the Examination for the Practice of Professional Psychology (EPPP). In addition, many states require the completion of postdoctoral supervised clinical training hours. Below is the link to the state-by-state educational requirements for licensure that are housed on the Association for the State and Provincial Psychology Boards

(ASPPB) website. The information will be updated yearly by ASPPB. [ASPPB State Licensing Information](#)

PROGRAM DISCLOSURE

In accordance with reporting requirements, all National Louis University programs that lead to licensure and/or certification must provide details on the states where NLU programs meet requirements for licensure and where they do not. The information is included on this webpage: <https://nl.edu/consumer-information/public-disclosures-licensure-and-certificate/>

The information on this page is reviewed every July. State requirements may change, and it is best to check the licensure and certification requirements directly on the state agency's website.

Students are also encouraged to contact the appropriate credentialing agency or licensing board from the state in which they plan to practice to determine if their NLU degree will qualify them for licensure or certification. The National Council for State Authorization Reciprocity Agreement (NC-SARA) provides a [Professional Licensure Directory](#) with state agency contact information for some programs that lead to professional licensure.

PROGRAM LEARNING OUTCOMES

Specific **Program Learning Outcomes** of the **PsyD** program include the following:

1. Students will demonstrate the ability to select and deliver effective diagnostic and therapeutic interventions to diverse populations.
2. Students will understand and apply the biological, psychological, and social bases and theories of human functioning.
3. Students will be able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology.
4. Students will be able to demonstrate effective group leadership skills in health care or any organizational setting.

ISPP Aim

The Illinois School of Professional Psychology at National Louis University's clinical psychology doctoral program aims to prepare graduates to engage the world as health service psychologists. The program employs a practitioner-scholar model and offers a curriculum designed to prepare clinicians who provide scientifically grounded, theoretically informed, and culturally responsive psychological services. Combining a strong foundation in the science of psychology, close guidance in clinical practice, and encouragement of growth through experiential learning, ISPP aims to prepare ethical, competent clinical psychologists who respect the multidimensionality of human diversity.

ISPP Competencies

The Illinois School of Professional Psychology at National Louis University's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. **Research:** Students will critically evaluate the current and evolving body of scholarly literature in psychology and demonstrate knowledge of research methods and the ability to apply this knowledge by completing a dissertation and disseminating their research findings.
2. **Ethics:** Students will demonstrate knowledge of ethical and legal standards, application of ethical decision-making processes, and ethical conduct in professional activities.
3. **Diversity Application:** Students will apply the theoretical and empirical knowledge necessary to address the multidimensionality of human diversity and work effectively with issues of difference.
4. **Diversity Self-Awareness:** Students will demonstrate self-awareness of the impact of their own social and cultural identities and biases.
5. **Professionalism:** Students accept responsibility for their own actions, integrate feedback from peers, colleagues, and supervisors in a non-defensive manner, and behave in a professional manner across settings.
6. **Communication:** Students will demonstrate professionalism through clear and effective written and verbal communication.

7. **Interpersonal Effectiveness:** Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well, forming and maintaining productive and respectful relationships with clients, colleagues, supervisors, and other professionals.
8. **Assessment:** Students will demonstrate competency in assessment, including knowledge of psychometric theory, and the ability to select, administer, score, and interpret psychological tests. They will show an ability to make appropriate diagnoses and recommendations for treatment that take into account both personal and cultural client strengths and challenges.
9. **Intervention:** Students will demonstrate competency in intervention by developing, applying, and evaluating evidence-based treatment plans that are grounded in a coherent orientation.
10. **Supervision:** Students will demonstrate knowledge of supervision models and practices
11. **Consultation:** Students will demonstrate knowledge of consultation models and practices and exhibit respect for the roles and perspectives of other professions.
12. **Scientific Bases and History & Systems:** Students will know and apply the scientific bases of psychology, including affective, biological, cognitive, developmental, and social psychology, and they will demonstrate knowledge of the history and systems of psychology.

Standards of Professional Conduct

As noted above, students in the PsyD program are expected to learn appropriate standards of professional conduct for clinical psychologists – and to abide by these standards as they proceed through the program. The program competency statement denotes expectations for student professionalism as a trainee in the PsyD program (*see 5. Professionalism, 6. Communication, 7. Interpersonal Effectiveness competencies above*). Also, the *Council of Chairs of Training Councils* (CCTC; 2004) developed a framework that has been adopted by ISPP as a basic standard by which professional conduct will be evaluated. These general expectations of student professional conduct are outlined below as a **nonacademic policy**:

Interpersonal and professional competence, including:

- Respectful peer and faculty interactions

- Respect for the ideas and integrity of others
- Maturity in interactions with others
- Ability to respectfully interact with people of diverse backgrounds
- Ability to react with appropriate empathy and sensitivity

Self-awareness, self-reflection, and self-evaluation, including:

- Ability to formulate and express observations/impressions
- Interpersonal interactions which provide evidence that the student understands how their behavior affects relationships with others

Openness to process of supervision, including:

- Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
- Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner, including:

- Ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
- Is able to acknowledge own role in creating problems, such as contributions to or exacerbation of a situation
- Offers appropriate responses, given a situation
- Ability to act constructively to prevent and resolve issues and openness to solutions proposed by others
- Tolerance for the shortcomings and mistakes of others

The Illinois School of Professional Psychology at National Louis University has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skills. It is a fundamental requirement of the Illinois School of Professional Psychology at National

Louis University that all students meet the standards of the profession of psychology. One aspect of that expectation is that all students adhere to the principles of the American Psychological Association 2010 Ethical Principles of Psychologists and Code of Conduct. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that violate the University's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

PSYD ADMISSIONS CRITERIA

Foundation Course Requirements

The Illinois School of Professional Psychology at National Louis University requires applicants to successfully complete, with a "B" or better, five undergraduate courses that serve as a basic foundation for coursework in clinical psychology. Several of these courses serve as direct prerequisites to ISPP courses. The following courses are required:

- Introduction to psychology or general psychology*
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology must also be completed.

Students must complete foundation courses before matriculating in the PsyD in Clinical Psychology degree program.

** This course may be waived if the applicant has completed a Bachelor or Master's degree in Psychology or a related mental health field.*

PsyD Admission Requirements

- Completed [PSYCAS](#) application
- A bachelor's degree from a regionally accredited institution

- Graduate applicants with a baccalaureate degree or college coursework from an institution outside the U.S. are required to have their undergraduate transcripts evaluated by one of NLU's approved foreign credential evaluation agencies verifying degree equivalence to a U.S. regionally accredited baccalaureate degree
- A minimum score on a pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in the Admission Policies, English Language Proficiency
- Official transcripts from all post-secondary schools attended
- An undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a conferred graduate degree grade point average of 3.25 (on a scale of 4.0).
- Current résumé (or career summary)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- A minimum of three professional letters of recommendation addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and can comment on the candidate's capacity for undertaking graduate studies.
- Completion of an interview with members of the program faculty.

Admissions Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and not subject to appeal. Accepted applicants must pay a non-refundable deposit of \$200.00 by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester. An applicant, if rejected, can reapply by following the reapplication policy.

Transfer of Courses/Credit to the PsyD program

Students may seek transfer credit for graduate coursework taken at other institutions only after enrolling at the Illinois School of Professional Psychology at National Louis University and only during the first year of enrollment. Students must complete a Transfer Request Form and supply the syllabus, transcript, and other relevant material for faculty review. Courses that overlap 80 percent with ISPP courses may be accepted for transfer credit. A maximum of **30** credit hours may be transferred and applied to the PsyD in Clinical Psychology degree program. Students are advised, however, that only under unusual circumstances would more than two or three courses be transferred. Transfer will be considered for graduate courses:

- Completed with a grade of “B” or higher
- Completed before matriculation in the Illinois School of Professional Psychology at National Louis University
- Completed in a face-to-face or online synchronous (e.g. zoom) course. Courses that were online, asynchronous courses are not accepted for transfer credit.
- Earned within five years of matriculation in the clinical psychology program. The program does not accept for transfer any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from a non-accredited institution.

Transfer of credit hours will not be considered for courses completed elsewhere after admission to the Illinois School of Professional Psychology at National Louis University.

Petition for Course Transfer Forms are available from, and should be submitted to, the Graduate Academic Advisor. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach the course syllabus, the graduate transcript that shows successful completion of the course, and any other documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

- PSYD708 Personal and Professional Development (2)
- PSYD710 - Professional Issues: Ethics, Conduct, and Law (3)
- PSYD715/716 - Professionalization Group I & II (2)
- PSYD741 – Issues in the Assessment and Treatment of Diverse Populations (3)
- PSYD815/816/816E - Diagnostic Practicum and Seminar I & II (6)
- PSYD817/818/818E - Psychotherapy Practicum and Seminar I & II (6)
- PSYD849 – Dissertation Proposal Development (3)
- PSYD853/854/854E – Advanced Practicum and Seminar I & II (3)
- Diversity Elective (3)
- Advanced Intervention Elective (3)

Note: Students who transfer from another National Louis University campus are still limited to a maximum of 30 credit hours of transfer credits.

Waiver of Advanced Practicum Requirement

Students who enter the program with prior clinical mental health experience may petition to waive the advanced practicum requirement. Students may only submit the waiver after admission to the program. Prior clinical experience that may be considered for a waiver includes completion of at least 500 hours of graduate-level practicum/internship training or a minimum of 9 months of professional experience working as a Master's level mental health clinician. Students approved for the waiver do not waive the credit requirement. They must complete an additional 3 SH of elective coursework to replace the Advanced Practicum requirement.

PSYD PROGRAM REQUIREMENTS

PsyD Curriculum

Below is the current curriculum for the PsyD in Clinical Psychology program effective for

fall 2023 entering students. Required/core courses, elective courses, and credit hour breakdowns are provided.

To be eligible for graduation, students must meet the following requirements:

- Successful completion of **112** credit hours, including practicum and concentration hours (if a student chooses to complete a concentration)
- Successful completion of the Capstone Sequence
 - Diagnostic Capstone I
 - Diagnostic Capstone II
 - Psychotherapy Capstone I
 - Psychotherapy Capstone II
 - Scientific Capstone Exam
- Successful completion of a one-year, 2000-hour, full-time pre-doctoral internship
- Successful completion and defense of the Dissertation
 - GPA of at least “B” (3.0 on a scale of 4.0) with no grades below “B” in coursework used for the degree
- Completion of these requirements within seven years of matriculation into the program
- A completed Degree Finalization form submitted to Registrar

Core Course Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at National Louis University are required to satisfactorily complete 112 credit hours distributed as follows: assessment requirements, 10 credit hours; clinical interventions/psychotherapy requirements, 25.5 credit hours; diversity requirement, 9 credit hours; general elective requirements, 4.5 credit hours; ethics and professional conduct requirements, 7 credit hours; human development requirement, 6 credit hours; psychopathology requirements, 6 credit hours; scientific foundations of psychology requirements, 13 credit hours; scientific inquiry

requirements, 7 credit hours; supervision/ consultation requirements, 3 credit hours; practicum and practicum seminar requirements, 15 credit hours; and dissertation requirements, 6 credit hours. Matriculated students must complete all course requirements in an in-residence format. In addition, all core coursework must be completed with a final grade of “B” or better.

Course Requirements

Course Number	Course Title	Credits
PSYD703	History and Systems	2
PSYD705	Biological Bases of Behavior	3
PSYD707	Cognition and Affective Processes	3
PSYD708	Personal and Professional Development Group	2
PSYD709	Social Psychology	3
PSYD710	Professional Issues: Ethics, Conduct, & Law	3
PSYD715/716	Professionalization Group I & II	2
PSYD718	Statistics	3
PSYD719	Health and Human Dysfunction I	3
PSYD722	Health and Human Dysfunction II	3
PSYD723	Research Methods	3
PSYD732	Child and Adolescent Development	3
PSYD735	Clinical Supervision	1.5
PSYD738	Clinical Interviewing	3
PSYD741	Issues in the Assessment & Treatment of Racially and Ethnically Diverse Populations	3
PSYD742	Cognitive Assessment	3
PSYD745	Psychometric Theory	1.5

Course Number	Course Title	Credits
PSYD753	Survey of Diversity & Multicultural Psychology	3
PSYD755	Consultation in Diverse Settings	1.5
PSYD757	Objective Personality Assessment	2
PSYD758	Projective Personality Assessment	2
PSYD759	Integrative Assessment	1.5
PSYD761	Clinical Psychopharmacology	2
PSYD788	Advocacy Psychology	1.5
PSYD802	Person Centered Theory and Therapy	3
PSYD805	Family and Couples Therapy	3
PSYD806	Psychoanalytic Theory and Therapy	3
PSYD809	Cognitive Behavioral Theory and Therapy	3
PSYD840	Trauma Psychology	3
PSYD847	Adult Development & Aging	3
PSYD860	Group Psychotherapy	1.5
PSYD865	Assessment and Treatment of Substance Use and Addictive Disorders	1.5
	Research Elective: choose 1 of 2 (as available) - PSYD 721 Advanced Quantitative Methods - PSYD 724 Advanced Qualitative Methods	1
	General Elective*	1.5
	General Elective*	3
	Advanced Intervention elective*	3
	Diversity Elective*	3
TOTAL		82

* See the “elective requirements” section below for more information.

Practicum and Seminar Requirements

Course Number	Course Title	Credits
PSYD815	Diagnostic Practicum and Seminar I	2
PSYD816	Diagnostic Practicum and Seminar II	2
PSYD816E	Diagnostic Practicum and Seminar II Extension	2
PSYD817	Intervention Practicum and Seminar I	2
PSYD818	Intervention Practicum and Seminar II	2
PSYD818E	Intervention Practicum and Seminar II Extension	2
PSYD853	Advanced Practicum and Seminar I	1
PSYD854	Advanced Practicum and Seminar II	1
PSYD854E	Advanced Practicum and Seminar II Extension	1
TOTAL		15

Dissertation Requirements

Course Number	Course Title	Credits
PSYD849	Dissertation Proposal Development	3
PSYD856	Dissertation - I	1
PSYD857	Dissertation - II	1
PSYD859	Dissertation – III	1
TOTAL		6

Professionalization Group Requirement

The Professionalization Group courses (PSYD715 – Professionalization Group I and PSYD716 - Professionalization Group II), which meet during each of the two regular terms, provide first-year students with important direction and assistance as they begin their education and training. These groups are designed to provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both Professionalization Group I and II during their first year in the program.

Elective Requirements

Students are required to complete a total of 10.5 credit hours of elective coursework, 3 credits of Advanced Intervention elective, 3 credits of Diversity elective, and 4.5 credits of General elective. Students may take any non-core course, including any concentration course (specified below), as an elective. Students pursuing a concentration will have a specific menu of courses that will count toward the concentration.

Competency Assessment Requirements

Embedded in the required courses are a number of competency assessment tasks. To progress in the program, students must meet a minimum level of competency (80% or higher) on these competency assessments. If a student does not achieve the minimum level of competency, they will earn a non-passing grade in the associated course and must retake the course. The following table lists the courses with competency assessment tasks.

Course	Competency Task
PSYD 707 Cognitive and Affective Bases of Behavior	Cognitive Bases of Behavior Competency Exam
PSYD 707 Cognitive and Affective Bases of Behavior	Affective Bases of Behavior Competency Exam
PSYD 707 Cognitive and Affective Bases of Behavior	Integrative Paper

PSYD716 Professionalization Group II	Scientific Inquiry Article Critique
PSYD735 Clinical Supervision	Mock Supervision Session and Paper
PSYD 745 Psychometric Theory	Psychometrics Competency Exam

Attendance Requirements

Class attendance is mandatory. Students are expected to attend all class sessions unless illness or some significant personal crisis makes this impossible. Missing more than 15% of class time due to absence or accumulated late arrival will result in a failing grade (F or No Credit) for the course. Note: 15% of class time roughly equals two class sessions in a 14-week semester.

Students who experience a personal emergency and expect to miss or arrive late for class should notify the instructor and the TA in advance (before the start of the class) in accordance with expectations for professional comportment. Asking a classmate to notify the professor is not sufficient.

Attending class means attending the entire class session. Students are expected to attend class on time; tardiness or missing any part of class may affect a student's grade. In addition, tardiness of more than 30 minutes or missing more than 30 minutes of any part of a 3.25-hour class session may be counted as a missed class.

Students who miss a class (regardless of the reason) are expected to obtain class notes and any other missed information from their peers. Please do not ask the Instructor for material distributed during missed class sessions. Students must also hand in any assignments due for the missed class before the class meeting.

Awarding of the Master of Arts Degree

Students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology degree program who wish to earn the Master of Arts (M.A.) in Clinical Psychology degree while working toward the doctoral degree must petition for the degree and successfully complete a minimum of 50 credit hours of doctoral level coursework, including successful completion of a doctoral practicum training experience and associated clinical capstone exams. In addition, students must submit to the University Registrar a degree finalization form to graduate. The master's degree earned as a student

enrolled in the PsyD in Clinical Psychology degree program is not a license-eligible degree within the State of Illinois.

Residency Requirement

PsyD in Clinical Psychology degree program students are required to complete a minimum of four full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof) at that same campus.

Completing the PsyD Program in Less than Five Years

Some students, because of their previous graduate experience, clinical acumen, and ability to commit their full attention to the doctoral program, may seek approval to complete their degree in less than five years or apply for an internship before completion of their therapy practicum. The faculty is committed to ensuring that these students meet the rigorous requirements of pre-doctoral internship placement and have achieved the highest level of required competency. Students seeking this track must meet standards as outlined in the Appendix.

Students who wish to apply for the Advanced Track must have a minimum of 18 SH of transfer credits approved for transfer to the PsyD program, must have completed a Master's level clinical practicum, and must complete, or transfer, the research sequence (Statistics, Research Methods, Research Elective) during the first year and enroll in the Dissertation Proposal Development course in the fall of the second year.

Students who are on the Advanced Track must waive the Advanced Practicum requirement. Students approved for the waiver do not waive the credit requirement. They will need to complete an additional 3 SH of elective coursework to replace the Advanced Practicum requirement.

To be eligible to pursue the Advanced Track and to remain eligible, students must meet all program standards, expectations, and deadlines, including the minimum face-to-face clinical training hours required for internship application. **Approval to pursue the Advanced Track is not a guarantee that students will be able to complete the program in a faster timeline.** Students

who fail to demonstrate competency in any program area may be delayed in their planned degree completion.

Credit Enrollment Limits

ISPP Students are allowed to register for a maximum of 15 credit hours during the fall and winter semesters. In summer, students may register for a maximum of 12 credit hours. If students wish to register for more than the maximum allowed, they must obtain permission from the Program Director.

Academic Progress Requirements

- Students must maintain a grade point average (GPA) of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a “B” in a core course are required to retake the course. It is recommended that the course be retaken as soon as possible due to the continued negative impact on the student’s GPA until a new grade has been received for the course.
- **Students who earn two grades below a “B” during the course of one semester will be dismissed from the program.**
- **Students who earn three grades below a “B” during the entirety of the program will be dismissed.**

Students who have temporarily withdrawn from the program will have the maximum time frame for completion of the program extended for the length of the withdrawn period, up to a period of one year. The withdrawal period will not be counted in the determination of the student’s year in the program. Students are required to complete **112** credit hours within the incremental maximum time frame.

Retaking Courses

Students who receive a grade below “B” in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology degree program include all courses except electives. Students who receive a grade below “B” in an elective

course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student's best interest to re-take the same course since the original grade of a retaken course is not used to calculate the cumulative grade point average.

Performance Evaluations

All students receive ongoing evaluative feedback throughout the program. Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development. The process of evaluation for PsyD clinical psychology students involves continuous feedback, end-of-course evaluations, end-of-year evaluations, and practicum supervisor evaluations (See section on *Student Performance Evaluations*).

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee, when necessary, based on the magnitude or nature of the concerns raised (See section on *Student Performance Evaluations*).

Writing Support

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. All students can access writing support through the [NLU Learning Support services](#) for in-person, drop-off, and online tutoring/essay support. Students who recognize a need to strengthen their writing ability are encouraged to seek writing support through the Learning Support services at NLU. In addition, students who receive written referrals for more than one term or by more than one faculty member as needing assistance with writing will be required to meet with a Learning Support services tutor and use the drop-off essay services for tutor feedback until the student's writing has improved to expected levels. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must meet with their faculty advisor and demonstrate participation in the writing support programs or they may be prohibited from registering for additional coursework and/or referred to SPDC.

Program Concentrations

The Illinois School of Professional Psychology does not require the selection of a particular concentration within the PsyD in Clinical Psychology degree program. The basic curriculum contains a thorough grounding in the knowledge and skills required by a fully-functioning clinical psychologist. However, students may choose to fulfill their elective credit hour requirements by completing one optional area of concentrated study in one of the following areas:

1. Health Psychology
2. Client Centered Psychology and Experiential Psychotherapies
3. Trauma Psychology
4. Child & Adolescent Psychology

Students who choose a concentration are encouraged to supplement this education by completing one of their practica in their area of interest as well as focusing their Dissertation on a related topic. Students are not required to choose an area of concentration and may choose to complete a generalized plan of study. Course requirements for each concentration are described below in the Concentration Descriptions (Appendix A).

Practicum and Practicum Seminars

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the *Clinical Training Manual*. This manual is provided to students during their first term and is located on the “[Resources](#)” tab of the [program webpage](#) (Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the Director of Clinical Training for more information.

General Information

Students enrolled in the PsyD program gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students can apply their theoretical knowledge, implement clinical techniques

based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, ISPP students will have been provided the opportunity to obtain the competencies necessary to become competent clinicians, possess effective assessment and intervention skills, and practice in an ethical manner. During their clinical training, students advance through progressively more challenging levels of clinical training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

All students enrolled in the PsyD program must complete a Diagnostic Practicum (PSYD815, PSYD816), Therapy Practicum (PSYD817, PSYD818), and Advanced Practicum (PSYD853/854). Practica are usually 16-20 hours per week for 40 weeks, but vary depending on the site. The Diagnostic Practicum requires a minimum of 500 total practicum hours with 100 face-to-face assessment hours and a minimum of 8 assessment batteries. The Psychotherapy and Advanced Practica each require a minimum of 600 total hours, with 40-60% of those hours face-to-face or direct clinical service hours. All students must complete a minimum of 600 hours of face-to-face clinical interventions prior to internship. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member, which meets throughout the training experience. ISPP supports students in finding placement at a wide variety of clinical field sites, according to the interests and needs of the students and the availability of practicum sites. Training sites are selected to teach students clinical skills, expose students to relevant treatment populations, and provide supervision by licensed psychologists. The emphasis in training is on the development of the student as a well-rounded and balanced professional.

Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment or with a past supervisor. Diagnostic and Therapy Practicum requirements are not waived for any student. Students who meet eligibility for the Advanced Track in the PsyD program may waive Advanced Practicum (refer to the *Advanced Track section* for more details). All PsyD students are encouraged to seek a Therapy Practicum site that provides a different type of experience than their Diagnostic Practicum site in order to enhance the diversity of their training. Students are evaluated in writing once each semester by both the practicum supervisor and the

faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills.

Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation so appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist.

Prior to practicum placement, students complete courses dealing with the principles of testing and can learn to administer, score, and interpret measures of personality and major intelligence tests. During the practicum, students have the opportunity to put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well-written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment. Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Therapy Practicum

The therapy practicum teaches intervention skills. ISPP does not favor a particular theoretical orientation. The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the

full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and have the opportunity to develop the personal style that best suits them as individuals. The therapy practicum presents an opportunity for this kind of learning. Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their therapy practicum. The therapy practicum is designed to provide an opportunity for the student to work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice. Required prerequisites for therapy practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Advanced Practicum

Advanced practicum allows students to obtain additional training assessment and or psychotherapy. Students choose an advanced practicum that meets their particular needs and interests. Additionally, students may choose a training site that allows for working with a particular population or using a particular type of treatment modality. Students are encouraged to speak with their advisors and the training faculty to determine what types of sites will best prepare them for the internship and careers based on their interests and goals. Required prerequisites and additional policies and procedures related to Advanced practicum training are described in the *Clinical Training Manual*.

Doctoral Capstone Sequence

The doctoral capstone tasks are a series of five clinical and scholarly competency evaluations composed of four clinical tasks which are embedded in the practicum seminars and one multiple choice exam on the science of psychology. These evaluations take place at designated intervals in the years prior to becoming eligible for the pre-doctoral internship. The purpose of the Capstones is to monitor students' growth and development toward ISPP at National Louis University's standards of clinical competency to ensure the acquisition of appropriate skills for clinical practice.

The Capstones draw upon students' conceptual abilities, theoretical and scholarly knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, clinical field training, professional supervision, and seminar consultation. While components of the Capstones occur within the practicum seminars, they are graded separately. Thus, the successful completion of other required seminar work does not guarantee the passage of Capstone tasks.

Clinical Capstone Components

Diagnostic Capstone I - Diagnostic Interpretation and Case Formulation Competency:

Students satisfy this requirement by submitting a diagnostic report, recommendations and self-evaluation based on shared clinical data provided by the diagnostic seminar leaders. Students submit their case reports to the department administrator. These are then distributed, without students' names, to the Diagnostic Seminar leader/s. Students must earn a passing grade on their Diagnostic Capstone I to progress in the program.

Diagnostic Capstone II - Diagnostic Interview and Case Formulation Competency:

Students satisfy this requirement by submitting a diagnostic interview recording conducted with a client, a verbatim transcript, an integrated diagnostic case formulation report, and a self-critique to their Diagnostic Seminar leader during the Spring semester. Students must earn a passing grade on their Diagnostic Capstone II to progress in the program.

Psychotherapy Capstone I - Case Formulation Competency: Students satisfy this requirement by submitting a case conceptualization, treatment recommendations, and responses to ethical questions based on shared clinical data provided by the therapy seminar leaders. Students submit their case formulation to the department administrator. These are then distributed, without students' names, to the Therapy Seminar leader/s. Students must earn a passing grade on their Psychotherapy Capstone I to progress in the practicum.

Psychotherapy Capstone II - Psychotherapy and Case Analysis Competency: Students meet this requirement by submitting a psychotherapy recording conducted with a client, a verbatim transcript, an integrated case analysis report, and a self-critique to their Therapy Seminar leader during the Spring term. Students must earn a passing grade on their Psychotherapy Capstone II to progress in the program.

Science Capstone Exam

All PsyD program students are required to successfully complete the Science Capstone Examination. The examination is offered during the Summer term, after completion of the third year in the program. The Science Capstone Exam is a multiple-choice exam modeled in format and content after the EPPP national licensing exam for psychologists and is graded on a “Pass/Fail” basis, with passage set at 70% or higher. The Scientific Capstone Examination includes the following content areas: Professional Ethics, Abnormal Psychology/ Psychopathology, Biological Bases of Behavior, Developmental Psychology, Social Psychology, Cognition and Affect, Statistics and Research Methods, Psychopharmacology, Psychometric Theory and Test Construction, Evidence-Based Practice, and Diversity. The following courses must be completed prior to sitting for the exam*:

- PSYD705 – Biological Bases of Behavior
- PSYD707 - Cognition and Affective Processes
- PSYD709 - Social Psychology
- PSYD710 - Professional Issues: Ethics, Conduct, and Law
- PSYD718 - Statistics
- PSYD719 – Health and Human Dysfunction I
- PSYD722 - Health and Human Dysfunction II
- PSYD723 – Research Methods
- PSYD732 – Child and Adolescent Development
- PSYD738 – Clinical Interviewing
- PSYD742 - Cognitive Assessment
- PSYD745 – Psychometric Theory
- PSYD753 - Survey of Diversity and Multicultural Psychology
- PSYD757 – Objective Personality Assessment
- PSYD758 – Projective Personality Assessment

- PSYD 759 – Integrative Assessment
- PSYD761 - Clinical Psychopharmacology
- PSYD802 – Person-Centered and Experiential Theory and Therapy
- PSYD805 – Family and Couples Therapy
- PSYD806 - Psychoanalytic Theory and Therapy
- PSYD809 - Cognitive Behavioral Theory and Therapy
- PSYD847 – Adult Development and Aging
- Research Elective

*This course list reflects the curriculum of students who started the program in the fall of 2021 or later.

Students are responsible for all content areas of the Science Capstone Examination. Students must submit a Science Capstone Examination Request Form to the Department Administrator during the spring term at a date designated by the Program Director. Students must successfully complete the exam before applying for internship.

Students will be given two opportunities to pass the examination. Students who fail to achieve a “Pass” after the second attempt must wait until the following year and retake the exam. The student will not be able to apply for internship and will need to meet with the Program Director or faculty designee to develop a remediation plan to support the student in preparing to retake the exam. A student who fails the exam two years in a row will be dismissed from the program. A score of **70%** is required to pass the Scientific Capstone Examination.

Dissertation Requirements

General Information

All students in the PsyD program are required to develop a Dissertation as a requirement for graduation. The Dissertation (PSYD856/857/859) is a scholarly work that is designed to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues and to produce an original and

potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Students are expected to apply theoretical and scientific knowledge to the examination of meaningful research questions related to the clinical practice of psychology. Specific policies and procedures for all components of the Dissertation process can be found in the *Dissertation Manual*. This manual is posted on the [program webpage](#) under the “Resources” tab. Students are responsible for accessing the most recent Dissertation manual and integrating revisions and updates as they occur.

Registration

Students begin the Dissertation process by taking the Dissertation Proposal Development Seminar (PSYD849). Students are then required to complete 3 credit hours of Dissertation over three terms at 1 credit hour each. Students may not take more than 1 credit hour of Dissertation per term. The Dissertation terms are divided into blocks with specific tasks assigned to each block. Students who do not successfully complete the requirements of the block in the term, will register for extension, a 0-credit registration that carries 1 credit of tuition fees. Students may register for one extension per block. Students who do not complete the requirements of the block between the two terms of registration (initial block and extension) earn a Fail for the block and need to retake the Dissertation block.

Internship Requirements

Successful completion of a pre-doctoral internship, approved by the ISPP, is a requirement for graduation with the PsyD in Clinical Psychology. The internship is a year-long, organized training experience that is completed at a site within the United States or Canada. ISPP requires all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) or Canadian Psychological Association (CPA) approved internships. ISPP does not permit students to complete internships outside of the United States or Canada.

Before applying for internship, the Clinical Training Department reviews the student’s academic performance and training file. The review focuses on an intern applicant’s strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course

instructors. The Clinical Training Department, in conjunction with the program faculty, assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes needed to proceed with the internship process.

The student initiates and follows through with all internship application procedures. The Clinical Training Department assists in the process in a number of ways, such as supplying internship information and resource materials, providing documentation of eligibility, and ensuring adherence to APPIC internship selection procedures. Once a student is placed in an internship site, ISPP monitors the student's progress through midyear and final evaluation forms completed by the internship supervisor. In addition, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received. Specific policies and procedures for internship training are described in the *Clinical Training Manual*.

ISPP AND NLU PROGRAM INFORMATION, POLICIES, & PROCEDURES

Professional Conduct

All students at ISPP are expected to adhere to professional standards outlined by the [American Psychological Association \(APA\) Ethical Principles of Psychologists and Code of Conduct](#). Students who fail to demonstrate professional behavior may be subject to a variety of program remediation plans and/or University interventions such as the University Process of Appeal. Outcomes may include advisement, remediation, or dismissal from the program. Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Faculty Advising

The success of the students at ISPP is of utmost importance to the program faculty. Therefore, each student is assigned a faculty advisor during their first year in the program; students will have input into this advisor assignment. ISPP utilizes a mentoring model for advising. Faculty advisors are available for consultation regarding student professional development, academic and training progress, and other school and professional development issues. Faculty advisors also assist students with academic and professional decision-making, provide regular and annual

feedback from faculty, and serve as a liaison to the program, the university, and the professional community.

Students are required to meet with their faculty advisor at least once each term. The process of becoming a psychologist requires more than just class attendance and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and goals.

As students advance in the program, they may find that other faculty members best match their academic and clinical interests, philosophy, and/or professional goals. If a student wishes to change advisors, they should discuss this with the current advisor and the prospective new advisor. If all parties agree to the change, the student must complete and return to the Graduate Academic Advisor a Change of Advisor Form. This form requires the signatures of the student, the current advisor, and the new advisor. This procedure facilitates a professional approach and precludes miscommunication between all involved parties.

Some students may be asked to meet with their advisor regarding academic progress or difficulties, risk of failing a course, interpersonal and/or clinical difficulties or feedback, or other areas of professional development. In some cases, a student who was referred to the *Student Professional Development Committee* (SPDC) may be asked to work with their advisor to develop a remediation plan and then submit this plan to the SPDC.

Student Performance Evaluations

Faculty and administration at ISPP and NLU take the preparation of future psychologists very seriously. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors, and peers. Faculty members are strongly encouraged to immediately discuss any concerns about academic, professional, or interpersonal performance directly with students. Students are encouraged to utilize the process of continuous feedback to enhance their academic learning and professional development. All students in the program receive ongoing formative and summative evaluations. They should expect to receive end-of-course evaluations, practicum

supervisors' evaluations, seminar leaders' evaluations, and annual evaluations. Students should be familiar with the nonacademic policy and standards of conduct described above.

End of Course Evaluations

At the completion of each course, students are given an end-of-course evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

Annual Review

At the end of each academic year, faculty present students with an annual review evaluation. During the annual review, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. All students receive written feedback from their academic advisor in the summer term. The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students for whom concerns have been raised about their academic performance, clinical skills, professional development, and/or manner of conducting themselves in the program are provided feedback about the nature of these concerns. Depending on the magnitude or nature of the concerns, the student may be asked to meet with her/his academic advisor or be referred to the Student Professional Development Committee.

NLU Student Complaints/Grievance Processes

In order to fulfill our mission as both a student-centered and teaching institution, we are committed to addressing comments, questions, and concerns related to the student experience at National Louis University. As such, policies and procedures have been established to foster open communication, and Student Affairs staff offer support to students and work collaboratively with faculty, staff, and administration to identify options and strategies for resolution. TJ Martin (email: tmartin26@nl.edu), Assistant Dean of Students and Title IX Coordinator, serves in lieu of an Ombudsman and are the point of contact in Student Affairs for students who seek assistance in addressing student concerns, including academic appeals. Student Affairs has published the following [Complaints and Grievances website](#) to help guide students through the process of addressing their concerns and appeals.

Student Record Retention Policy

Student academic and clinical training records are maintained with the ISPP program indefinitely. These documents are stored electronically on the university's server in individual student files. Documents that are kept include all records of practicum and internship completion - including hour's logs, evaluation forms, and records of successful completion of clinical training. Academic records that are maintained include rubrics (as applicable) and pass letters for capstone tasks and Dissertation documents. In addition, annual review letters and remediation documents (as applicable) are also kept in the student's permanent record. This ensures that the program has the necessary documentation to complete verifications for licensure or other credentialing as requested. Students are strongly advised to maintain copies of their own records and syllabi as well.

Tevera

ISPP uses the Tevera data management software for tracking clinical training hours and documents, managing Dissertation documents, and other program requirements. All students pay a one-time fee for access to Tevera, that is assessed in the first semester of enrollment in the PsyD program. Student maintain lifetime access to Tevera and thus will be able to access needed program paperwork after graduating from the program.

Course Registration, Attendance, and Leave of Absence

Each semester, students are encouraged to meet with the academic advisor or their faculty advisor for the purpose of registration. Students should complete a registration form, located here:

<https://nl.edu/student-services/academic-advising-and-success-coaching/registration-information/>

Students are registered for courses by program year during the registration period. Once registered, students who wish to make changes to their schedule should complete the registration drop form. Prior to dropping a course, students are encouraged to speak to their faculty advisor or academic advisor. Students should also verify the impact on their financial aid status when making schedule changes by contacting NLU's financial aid office, as changing schedules could have an impact on aid disbursement and completion timelines. It is the student's responsibility to be aware of drop/add deadlines established in the NLU academic calendar.

Regular attendance to classes is required and expected. Students should communicate with their instructors directly regarding any missed classes or coursework. Course syllabi provide students with additional information about attendance and participation requirements for each course. If Religious Holidays require a student to miss class (or classes), they should notify faculty immediately and make plans to address the missed classes.

Students who experience an unforeseen need to be absent from the program for an extended period of time should discuss this with their instructors and faculty advisor.

Students seeking a temporary or permanent leave from the program should also meet with the program director as well as with financial aid. Any leave from the program must be approved. Students should familiarize themselves with [NLU's Leave of Absence Policy for graduate students](#) and/or with policies regarding [ADA accommodations](#) as appropriate.

ISPP Parental Leave Policy

The ISPP Parental Leave Policy refers to full-time graduate students who are in good academic standing and who are to become a parent or take on the commitment as the parent of an infant or young child. Parental leaves are available to active students of all gender identities and gender expressions and must adhere to the following:

- Those adopting children over the age of 18 or a spouse's or partner's child are ineligible for parental leave.
- Those residing in localities where legal adoption is not an option but who are assuming parental responsibilities and otherwise meet the eligibility criteria are eligible for parental leave.
- Individual students may request one leave per childbirth or adoption event.
- Students are eligible who have not utilized parental leave during the previous 12 months before the requested leave start date. Students who have had a prior parental leave within the past 12 months may not request another parental leave but may request a medical or general leave of absence.

Students requesting a Parental Leave must be in good academic standing. This means:

- No active SPDC referrals
- A minimum cumulative GPA of 3.0

- On track for completion of degree requirements (this also includes dissertation requirements)
- No active practicum/internship site remediation plans

Description and Requisites of Parental Leave

- Either parent is eligible. If both parents are full-time ISPP students and both are in good standing, both students may submit an application.
- Students must be the primary caregiver, devoting at least 40 hours per week to the direct care and supervision of the child.
- A general leave of absence may be requested in the current semester before the course withdrawal deadline for that semester but not after the due date has been reached for the final assessment for any one course in which a student is enrolled.
- General leaves are approved for a minimum of one semester and a maximum of one year.
- Students who are enrolled in classes as of the start date of a parental leave must work with their instructors to determine whether incomplete grades are possible and to arrange a timeline for completion of coursework upon return from the leave period.

Procedure for Requesting Parental Leave

1. **Notify the graduate program director:** First, the student who plans to apply for Parental Leave must establish a meeting with the Program Director (PD), *at least three months* in advance of the planned leave, barring special circumstances (e.g., sudden notice of the adoption, or an emergency situation). This allows the PD sufficient time to plan for the leave with faculty and site supervisors (if applicable). It is also important for planning the continuance of the student's program upon their return.
2. **Notification to affected faculty members.** The Program Director communicates with the professors affected by the student's leave. In the case of those professors in whose classes the student is presently enrolled, the ways and timeline by which course requirements will be fulfilled will be discussed. Professors assisted by the student in teaching will be notified by the PD about the intended leave and the plan to provide a substitute assistant for the duration of the student's absence.

ISPP Policy on Grades of Incomplete

ISPP follows the NLU requirements/expectations for an in-progress (incomplete) grade (“I”). The “I” grade may be assigned at the discretion of the instructor if the student has successfully completed 75% or more of the course requirements. The rules and procedures governing “I” grades are outlined below.

- The final decision about what constitutes 75% rests with the instructor
- No student automatically qualifies for an “I” grade — the decision is made by the instructor on an individual basis
- Before an “I” grade can be issued, an in-progress contract must be completed by the instructor to document the details for completion of the course requirements and sent by the registrar to the student’s NLU email account
- The student is expected to complete the work in progress no later than 90 days following the last day of the in-progress course unless other arrangements are requested by the instructor and approved by the Registrar. These are exceptional circumstances.
- All “I” grades will be lapsed to a grade of “N” (no credit) for graduate students if the coursework is not completed within the specified 90 days
- Students must resolve the “I” grade within one term of registration. Students who have not resolved all “I” grades within the following semester will not be able to register/start a subsequent term of enrollment until all “I” grades are resolved.

Note: Assigning and grading the make-up work due to absences is up to the individual instructor’s discretion based on the course policy as stated in the syllabus.

Student Liability Insurance

All students are required to have student liability insurance. Students are covered under the University’s liability insurance policy while they are on-site for practicum and internship when they begin practicum, typically during the second year in the program. Sites may request a copy of the policy from the training director.

Student Health Insurance

National Louis University offers students in the Clinical Psychology program the opportunity to enroll in the Student Health Insurance plan offered through Wellfleet Student Insurance. Clinical psychology students who wish to participate in this plan must submit an ["opt-in"](#) insurance form.

For additional details about the Plan, please consult the Plan Certificate and other materials at wellfleetstudent.com. If you have questions about Enrollment into the Plan, please call First Agency at 1-800-243-6298. For questions about medical benefits or claims, please call Wellfleet Student at (877) 657-5030, TTY 711.

Student Wellness Supports

The NLU Counseling and Wellness Center provides virtual and in-person counseling sessions at the Chicago and Wheeling campuses. Students can call for an appointment at 312-261-3636 or email counseling@nl.edu. For more information, visit the [Counseling and Wellness webpage](#). All NLU students also have access to free, 24/7 Telehealth Services. These services include medical, behavioral, life coaching, and prescription savings services. Students need to activate their account by following the instructions on the [Counseling and Wellness webpage](#).

NLU has a [Food Pantry](#) that provides access to food and personal care supplies for students and their families.

The NLU [Thrive Collaborative](#) curates and leverages community resources in key domains such as food and housing insecurities, financial wellness, employment, and childcare/support for student parents.

NLU Student Portal and Email Account

The NLU Portal and Student E-mail accounts are our official channels of communication with students, where students obtain important information such as grades and account balances. In addition, instructors, NLU student services, and academic program staff contact students through their NLU e-mail with upcoming events, deadlines, and vital information for their success. It is

important that students make checking their NLU e-mail part of their routine as a student. Students are responsible for all information that is sent via this account.

Persons Requiring Accommodations

National Louis University seeks to ensure that its programs are accessible to all persons with documented disabilities. Students in need of special assistance or accommodations should complete the following steps regarding any needs for accommodations:

1. Complete the online [Accommodation Request Form](#)
2. One-on-one meeting with ADA coordinator to discuss the request
3. Approved accommodations documented in a formal letter

All documentation must be presented in writing to the Office of Learning Support. Once the student receives a letter for accommodations, they should meet privately with their instructors to discuss the accommodations. Students must request accommodations **each semester** if they wish to make use of accommodations.

Textbooks

The [NLU Virtual Bookstore](#) offers textbook rentals, new and used textbooks, eTextbooks, and [textbook buybacks](#). For more information, contact [Customer Service](#) at 877.284.6744 or via email at bookstore@ecampus.com

Change of Name and/or Address

Students should promptly notify the program and the [NLU Office of the Registrar](#) of any changes in their name and/or current address.

Student Governance

The ISPP Assembly is the program's student-led organization that helps promote the professional development of ISPP students, provides social events to promote networking

opportunities and emotional wellbeing, provides mentoring as well as serves as the liaison between students and faculty. ISPP Assembly's organizational structure includes a president, president-elect, and past-president positions as a way to maintain continuity in the leadership of the organization. ISPP Assembly serves as an umbrella student organization with smaller student interest groups underneath. The interest groups are driven by student interest and leadership and, thus, may change depending on the make-up of interests within a given cohort. Student interest groups that are or have been represented include The Child and Adolescent Interest Group, the Association of Neuropsychological Students and Trainees, the Division 52 Interest Group, and the Forensic Forum. The program also has the following diversity-themed groups, depending on student interest and leadership: Latinx Student Interest Group, Black Student Interest Group, International & Cross-Cultural Support and Awareness Group, and Pride Group: a gay, intersex, bisexual, lesbian, transgender, straight support group. Each of the interest groups is chaired by a student. All students in the program are automatically members of the ISPP Assembly; however, the leadership is elected by the student body. Elections for the ISPP Assembly and the student interest groups are held every year.

Professional Organizations

An important aspect of trainees' professional development is involvement in professional organizations at the graduate student level. Attaining a student membership in these organizations can benefit clinical psychology trainees in a number of ways. Such involvement provides students with a means of learning more about professional aspects of becoming a psychologist, current issues and trends in the field, career opportunities, and contributions that psychologists make to the broader community. Student memberships often provide direct benefits, such as receiving the organization's publications, reduced costs for conferences, workshops, and purchasing professional books or other publications. Involvement in professional organizations can assist students in learning about areas of interest or specialty areas in the profession, and also be a means for networking with other established psychologists in areas of interest. Students can join the American Psychological Association (APA) as a *Student Affiliate*. For graduate students, Student Affiliate status in APA also includes membership in the American Psychological Association of Graduate Students (APAGS). This organization provides networking opportunities and a number of

publications that provide practical resources for graduate students in psychology. Students can review information regarding membership in APA and APAGS at via the [APA website](#).

Students should also consider joining the state's psychological association, the [Illinois Psychological Association \(IPA\)](#) as student members. This provides students with opportunities to participate in state and local workshops, trainings, and conferences at a reduced cost. It also allows students to network with other psychologists in the community.

ISPP Community Gatherings

ISPP reserves Tuesdays between 2:00 pm and 4:00 pm for monthly Community Gathering time. This is a protected time when no classes (other than progroup) are scheduled so the program can host events or guest speakers; ISPP Assembly can offer social gatherings; or students, faculty, and staff can find time to connect. ISPP Assembly and the Program Faculty will organize some events throughout the year, but students are also welcome and encouraged to propose ideas for the community gathering times. During the monthly community gathering times, the progroup classes will attend the gathering as the class requirement for that day.

ISPP POLICIES AND PROCEDURES

Clinical Practice Policy

The ISPP faculty recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the PsyD in Clinical Psychology degree program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, program director and the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the doctoral program.

Students should report their external work to the training department and obtain approval for external mental health-related work. Students should complete the form for outside work activities (see Appendix C) and submit it for approval every academic year or when changes in the work position occur. Failure to comply with these policies will result in referral to the Student Professional Development Committee and may be grounds for dismissal from the program.

Policy Regarding Use of Volunteer Subjects for Practice Assessment

All volunteers used for psychological assessment must sign the appropriate consent form (see Appendix C) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, National Louis University Employees, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- ☐ That such testing does not constitute a dual relationship as delineated in the APA Code of Ethics
- ☐ That no feedback regarding the assessment results are provided to any subjects or their parents.
- ☐ Students should consult their instructor if there are any questions about the suitability of a given subject.

Policy for the Recording of Confidential Materials

As part of the practicum training experiences, students will record psychological sessions

(intakes, assessments, feedback sessions, therapy sessions, etc.). Students must take all precautions to ensure the confidential treatment of these recorded materials. When transcribing recordings, students must remove patient/client identifying information and note that names and identifying information have been changed to protect patient/client confidentiality. Students must record on HIPAA-compatible devices. It is preferable to use a device that is NOT connected to the cloud. Students may use digital recording devices, record on their phone to the phone storage, record on their computer to the computer storage, etc. Recordings should be fully deleted/destroyed as soon as they are no longer needed. If it is necessary to record to the cloud, students must use a cloud storage system that is deemed HIPAA-compatible.

When sharing recordings with faculty or supervisors, students should share via a non-cloud-based device (e.g., provide the faculty with the digital recorder, download the recording to a flash drive) or via a HIPAA-compatible cloud sharing system. **Students should NOT email recordings** to faculty, supervisors, or anyone else.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- ☐ Documents containing the names of any client or volunteer
- ☐ Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- ☐ Copies of used test forms
- ☐ Copies of interviews, interpretation, raw data, or notes related to client or volunteer assessments

Equipment and Assessment Measures Check-Out

Students are able to check out a variety of assessment measures, test manuals, test kits, and scoring templates from the program. Students are responsible for maintaining confidentiality of materials and protecting the integrity of psychological assessments as well as for ensuring the

proper care of equipment and/or materials checked out. Students who do not return materials or return damaged materials will be assessed a fee equivalent to the cost of replacing the lost or damaged materials. Additionally, students who fail to return assessment measures may be subject to disciplinary action for violating the ethical use of psychological assessment materials.

Policy Regarding the Use of Artificial Intelligence (AI)

The AI landscape is evolving rapidly, and the standards and expectations for the permissible use of AI in the ISPP program will change. Thus, students should always consult with professors and supervisors about the appropriate use of AI in any given context. Use of AI for any program-related activities (e.g., coursework, dissertation, practicum, etc.) must be approved by the supervisor or instructor first.

ISPP does not consider the use of Artificial Intelligence (e.g., ChatGPT, Google Bard) as a primary or secondary source (unless the topic under study is AI text output). At this time, it is unclear where an AI is drawing its information from. If the AI provides citations, we do not know if they are accurate. Further, we do not know whether any given content generated by an AI is plagiarized.

However, the use of AI tools could occasionally be helpful in several ways. With permission from the instructor or supervisor, students may be permitted to utilize AI in their written work under the following conditions:

- Students may use AI for brainstorming purposes or to explore topics, but any text created from AI is not considered to be a scholarly source. Students are responsible for finding the primary sources where the information was derived. They must locate and read the original source of the AI output and must paraphrase and appropriately cite the original source content.

Students are not permitted to turn in work for essays and assignments created by AI even if they paraphrase the AI-generated content and cite the AI software as the source. In other words, students cannot have AI first write an assignment and then rephrase this work into their own words. An exception would be if AI-generated content were being used as an example of AI text generation. In such a case, the AI would be cited as the source of the material.

Using AI-generated text in coursework outside of the guidelines above may result in a report of academic dishonesty and program probation or disciplinary action.

Because AI technology can be abused, you are required to acknowledge the use of AI in any work you submit for class. Students are not permitted to copy text directly from AI sites. Any use of AI in your work must be treated as any other source and appropriately attributed (this includes in-text citations and/or use of quotations and in your reference list) according to APA guidelines (see below). Other uses of AI must be clearly described at the end of your assignment.

If you are in doubt about whether a generative AI source (or any source) is permitted to aid in the context of a particular assignment, talk with the instructor.

Example of APA Citation for AI use:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]

<https://chat.openai.com/chat>

Parenthetical citation: (OpenAI, 2023)

Narrative citation: OpenAI (2023)

Diverse Student Recruitment and Retention Plan

ISPP values diversity in student identity, perspective, and experience. Just as the program is intentional with integrating aspects of diversity in its competencies and curriculum, the program strives to build an intentionally diverse student body. Appendix B presents information about the program's efforts to recruit and retain diverse students.

Student Professional Development Committee (SPDC)

The program faculty and the program's *Student Professional Development Committee* (SPDC) share the role of student academic performance and professional development evaluation. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors, and student peers. Faculty members are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions faculty assess how a student accepts supervision and feedback. If concerns remain, the faculty member may first seek out the student's advisor for further discussion. The faculty member and/or advisor may then refer

the student to the SPDC if the problems are not resolved or are serious enough to raise ongoing concerns about professional competence.

The primary function of the program's *Student Professional Development Committee* (SPDC) is to evaluate, guide, and support students in improving their academic performance and developing the professional competencies required by our profession.

Referral process

A member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the program director or the chair of the SPDC. The letter should include specific descriptions of academic professional development insufficiencies and subsequent attempts at remediation by faculty and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

If a student serving an internship, practicum, or clinical placement is dismissed by the internship site or asked not to return, the student will typically be referred to the committee for an investigation of the circumstances by the practicum or internship training director or the program director. The focus of the investigation will be to determine what happened at the site and whether remediation may be needed, both with the site and with the student.

The committee will evaluate written referrals and respond in one of the following ways:

- a. Request additional information
- b. Reject the referral
- c. Refer the student back to the student's advisor or faculty member with instructions
- d. Refer the complaint to the appropriate university committee or
- e. Accept the referral. Once a referral is accepted, a meeting date is determined, and

the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

The *Student Professional Development Committee* can hold hearings on student issues specific to respective professional or academic requirements and can recommend remediation actions to students where warranted. If remediation actions are not satisfied by the student, the SPDC may impose probationary conditions with explicit requirements and a timeline for removal

from probation. The Committee will also determine any consequences that will result in the event of noncompliance with such probation requirements. If remedial actions are not sufficiently achieved by the student, or if it appears that further opportunity to remediate the presenting concerns is not appropriate, the SPDC may recommend that a student be dismissed from the program through referrals to other appropriate university committees.

A student can be referred to the *Student Professional Development Committee* in the following situations:

- a. A student who is placed on academic probation
- b. A student who is dismissed by a practicum or internship site
- c. A student who receives a *No Credit* in a practicum seminar
- d. A student who fails a *Capstone Exam*
- e. A student who presents significant concerns in professional conduct or development, including, but not limited to:
 - Unethical conduct
 - Serious violations of program policy
 - Problems with fitness to practice or engage in training
 - Unprofessional demeanor or behavior
 - Serious difficulties with professional judgment

The Chair of the SPDC formally documents the Committee's proceedings, the review process, the evaluation of the student's presenting concerns, and decisions regarding remediation or other subsequent actions with the student. This written summary of the Committee's work is forwarded to the Program Director and is maintained in the student's program record. Students are notified of the outcome of their meeting with the SPDC via a formal letter from the Committee Chair.

SPDC Committee Procedures

The following procedures govern the actions of the SPDC:

- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting, and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third-party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.
- The student may submit written information relevant to the situation to the Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.
- If a student does not attend a duly noticed meeting, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person/advocate, for example, another student, faculty, staff member, friend, or family member present during the hearing. The support person must not act as an attorney. Students are expected to speak on their own behalf.
- If the support person/advocate is an attorney, they are not allowed to represent or act as legal counsel.
- Verbatim transcription or electronic or video recording of the meeting is not normally permitted and never without the consent of all parties in the room.
- The committee should assure itself that the student has had a fair opportunity to understand the concerns raised and that the student has had an opportunity to respond.
- After the meeting, the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to, the following:
 - No action required
 - Letter of concern for student file
 - Individual consultation with faculty member recommended by the committee

- Tutorial or learning assistance
 - Referral to advisor, training director, or Training Committee for remediation
 - Recommendation for referral to outside resources
 - Academic or behavioral remediation plan; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
 - Structured monitoring of progress with specific and structured remediation actions required
 - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
 - Referral to program faculty and/or other NLU-appropriate committees with recommendations for program dismissal
- The committee should also consider whether any follow-up action is required with an internship or practicum site (to the Internship or Practicum Coordinator), with an instructor (to the program director or dean), or with another student (to the Office of Student Services)
 - The committee shall respond to the student and appropriate faculty regarding the status of its decision and any remediation requirements in writing within 10 business days of the date of the meeting. In all cases, the faculty should describe the problems and the recommended solutions in specific detail.
 - If the student wishes to appeal the committee's decision, they must follow the [*University's Academic Policies and Procedures*](#) for Academic Appeals, which can be found in the University's catalog.

SPDC Committee Membership

The SPDC consists of at least three (3) faculty or staff voting members, which may include other faculty or staff from the College (outside the ISPP programs) and/or faculty/staff from NLU's

Florida School of Professional Psychology. In the event that a faculty/staff member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused, and another faculty/staff member will be selected as replacement. In addition, a student appearing before the SPDC may request that another student from the program, selected by faculty, be added as a student representative of the program and as a fourth committee member. The committee will determine whether or not student members are voting members. If requesting a student member, the student before the committee should also sign a form giving the school permission to share educational and other records with the student committee member. The student committee member should sign acknowledging that the student will not further disclose educational and other student records beyond any disclosures required by the student's committee duties or otherwise necessary to investigate issues before the committee.

Student Dismissal

In instances where appropriate remediation procedures coupled with the annual program evaluation processes do not result in the student making satisfactory progress, then the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty after a careful examination of student progress and efforts to address concerns that have been noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures.

Academic Decision Appeal

Students may appeal decisions or actions pertaining to programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred or before the end of the next term in which the student is registered as a student at ISPP. The procedure is outlined in the [National Louis University Undergraduate/Graduate Student Catalog](#). The procedure is designed for use by an individual student or a group of students who join together to submit a collective or class grievance.

Graduate Teaching Assistantships

Graduate teaching assistantships are available to students beginning the second year of program attendance. Teaching assistants (TAs) help faculty with grading, lab instruction, and other student assistance. Teaching assistants' hours and duties vary according to the course assigned.

Students are notified of possible assistantships each term and they are required to submit an application form to the program as well as follow other NLU policies and procedures once selected for [assistantships](#).

NLU SUPPORTS FOR LEARNING

ISPP students at NLU have a variety of resources to support their success. Students are encouraged to become familiar with NLU's standards of conduct, policies, procedures, resources, and services described in the [NLU Academic Catalog](#) and the [NLU Student Guidebook](#). Additional student service information can be accessed via this [Student Services Website](#).

Academic Honesty and Plagiarism

Students are expected to be honest and ethical in pursuit of their academic goals in accordance with National Louis University's [Academic Honesty policy](#). Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University. Faculty has the right to analyze and evaluate students' coursework. For resources on how to cite properly and avoid plagiarism, please visit the NLU Library & Learning Support's guide at <http://libguides.nl.edu/plagiarism>.

Financial Aid

NLU is committed to providing a career-building, life-changing education that is accessible to all students. The [Office of Student Finance](#) works with students to build a customized financial aid package. At ISPP, students can also contact the campus financial aid officer for assistance with questions.

Help Desk & Technical User Support

Help Desk staff are available 24 hours a day, 7 days a week through a toll-free number. To reach the Help Desk, call 866.813.1177, dial x4357 on campus or e-mail at helpdesk@nl.edu.

D2L as a Learning Management System

All ISPP students have access to *Desire 2 Learn (D2L)* software, a learning management system that facilitates access to course materials. An [online tutorial](#) is also available. Students have access to view the course syllabus and content, upload completed assignments, e-mail faculty and other students, and receive other feedback.

Learning Support

The learning support faculty provide both in-person and online video conference tutoring. Students may receive tutoring in the areas of writing, research, and math. In addition, library and learning support faculty will review an essay and provide individualized feedback to students. Students can access Learning Support Services and schedule appointments or submit papers via this website: <https://nl.edu/learning-support/>

Tutor.com is an online tutoring service that provides live chat with a tutor in the areas of writing, research, APA formatting, math, and science. Students may elect to use either of the tutoring options to ensure course success. An online tutoring tutorial is available [here](#).

Equal Opportunity and Persons with Disabilities

National Louis University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, and unfavorable military discharge other than dishonorable. Any student with questions, complaints, or concerns about discrimination or harassment based on gender or any other classification is encouraged to contact the Title IX Coordinator, TJ Martin, at tmartin26@nl.edu.

In accordance with the Americans with Disabilities Act, Section 504, and University policy,

we work hard to ensure that all facilities and programs are accessible to all students. For information about accessibility or to request services, contact the **Student Access Accommodations Coordinator** at 312-261-3329 or ADA@nl.edu.

ISPP PROGRAM CORE FACULTY

One of the keys to our students' growth and success lies in the expert support and guidance of ISPP's faculty. Through these relationships, students apply their theoretical knowledge, implement clinical techniques, and integrate research findings to enhance their abilities as clinicians. These close mentoring relationships extend beyond the classroom to professional collaborations on presentations and publications. Additionally, many of our students have opportunities to work with faculty as teaching assistants. These roles can enhance professional collaborations. As a result, ISPP students gain experiences that will better prepare them to acquire professional licensure, maintain ethical relationships with patients and colleagues, and develop a professional network.

Our faculty specialize in a diverse range of clinical areas, including health psychology, trauma, client-centered therapy, and treatment of diverse populations. Many serve as peer editors of professional journals, present their clinical and research expertise at conferences and workshops, are engaged in clinical work, and actively participate in state, regional, and national psychological associations.

Dr. Leah Horvath, Program Director, Associate Professor

Dr. Leah Horvath earned her PhD in Clinical Psychology from the University of Kentucky with an emphasis on clinical administration, treatment of people with eating disorders, and Dialectical Behavior Therapy. Dr. Horvath joined the Argosy program as an Assistant Professor and Associate Program Chair in January 2006. She moved into the role of Associate Program Dean in 2013 and was promoted to Associate Professor in July 2015. Dr. Horvath began serving as the Program Director of NLU ISPP in September 2019.

Dr. Horvath has expertise and teaches in the areas of cognitive-behavioral interventions with particular interest and focus on mindfulness and acceptance-based CBT interventions. She is

trained in Dialectical Behavior Therapy and has worked with clients in DBT programs in inpatient, PHP/IOP, and outpatient settings. She has co-led introductory and advanced DBT groups and worked with individual DBT clients.

At NLU, Dr. Horvath started and co-leads the Antiracism and Intersectionality Work Group with ISPP students. This group is open to all in the ISPP community and those from the broader community who are interested in joining. Meeting weekly, the group fosters an atmosphere of learning and leaning into discomfort around topics of racism, discrimination, oppression, and power and privilege.

She is professionally affiliated with the National Council of Schools and Programs in Professional Psychology (NSCPP), the American Psychological Association (APA), the Illinois Psychological Association (IPA), the Association for Psychological Science (APS), and the Association for Behavioral and Cognitive Therapies (ABCT). Dr. Horvath is the current Secretary/Treasurer of NSCPP and is a alum of the 15th Cohort of the APA's Leadership Institute for Women in Psychology.

Dr. Horvath maintains a small private practice, providing individual psychotherapy for adults with anxiety, depression, trauma, self-harming behaviors, addictive behaviors, or eating disorders. Her work is informed by Cognitive Behavioral and Acceptance-based CBT interventions rooted in evidence-based practice.

Dr. Kanae Kura, Assistant Professor

Dr. Kanae Kura received her Psy.D. in Clinical Psychology from The Chicago School of Professional Psychology in 2023. After completing her internship and postdoctoral residency in an APA accredited community mental health site in rural Indiana, she worked as an adjunct professor at The Illinois School of Professional Psychology at National Louis University. In addition to teaching as an adjunct professor at the ISPP, Dr. Kura serves as a collaborator at the ARISE (Antiracism, Resistance, Identity, Socialization, and Equity) Lab at Purdue University. Her clinical and research interests are primarily on children, family, and couples, specifically her publications are focused on mixed-heritage children's racial socialization, transnational family, and interracial/transnational couples' acculturation and parenting practices. Dr. Kura's clinical areas of expertise include intergenerational trauma, treating adults and children with severe mental illnesses with complex family trauma backgrounds.

With her undergraduate degree in languages, Dr. Kura worked as an interpreter Italian-Japanese for about 15 years. This background and experiences as a linguist built a strong foundation for Dr. Kura to serve clinical populations with different cultural and linguistic backgrounds.

In the new role as an Assistant Professor of Clinical Psychology, Dr. Kura will be teaching required and elective courses in the Child and Adolescent Track, coordinating to develop the track and courses, as well as working as a Chair for students' dissertations.

Dr. Lucia Lopez, Associate Director of Training, Assistant Professor

Dr. Lucia Lopez received her Psy.D. in clinical psychology from The Chicago School of Professional Psychology. She completed her undergraduate career at Roosevelt University where she obtained a B.A. in Psychology with a minor in Criminal Justice and concentration in Child and Family Studies. She currently serves as the Associate Director of Training of the Illinois School of Professional Psychology at NLU.

Dr. Lopez's areas of specialty include women's health, domestic violence treatment approaches, group therapy, and trauma work. She has experience working with patients across the lifespan, predominantly within community mental health and hospital settings. As a bilingual bicultural clinician, she has focused on working with underserved populations. Dr. Lopez completed a year with the Michael Reese Care Program where she focused on health psychology and working with HIV+ patients. She had the opportunity to obtain specialized training in the psychological treatment of LGBTQIA+ members. When it comes to education and training, Dr. Lopez embraces the importance of diversity, inclusion, and mentorship.

Prior to joining NLU, Dr. Lopez was a clinical therapist and supervisor at Advocate Masonic Medical Center, Behavioral Health. She provided clinical services to patients of all ages struggling with a wide range of psychiatric diagnoses including depression, anxiety, personality disorders, and complex trauma. She provided supervision for students in training in both individual and group modalities. Dr. Lopez also facilitated groups for domestic violence survivors, monolingual-speaking Latinas, people with substance abuse problems, and new moms struggling with peripartum/postpartum depression

Dr. Misty Mann, Associate Professor

Dr. Misty Mann completed her Psy.D. in Clinical Psychology from the Illinois School of

Professional Psychology. She is a licensed Clinical Psychologist in the state of Illinois and has obtained the Authority to Practice Interjurisdictional Telepsychology from PSYPACT. For the past decade she has developed her expertise in training, teaching, and administration by serving as a training faculty in various Psy.D. programs throughout the Chicagoland area. Currently, she is serving as an Associate Professor in the Clinical Psychology Psy.D. program at NLU ISPP.

Dr. Mann's experience working with diverse individuals in a variety of settings, including college counseling, VA medical center, private practice, and integrated primary care family medicine clinic, has informed her clinical, scholarship, and teaching interests. Previously, she has taught courses on supervision and consultation, practicum seminars, clinical interviewing, professional development, and dissertation seminars. Her primary clinical and scholarly interests include personal reproductive health, veterinarian mental health, primary care psychology, and body image issues. She has also co-authored book chapters on mental health and obesity and screening tools in primary care and presented at state conferences on maternal mental health. Furthermore, she is a volunteer with Not One More Vet, an organization working to decrease the suicide rate among Veterinarians. As a volunteer and Co-Chair of Outreach, she participates in outreach events and the student group and designs and creates ideas for outreach programs that promote greater mental health and awareness of resources.

Dr. Mann maintains a small private practice providing individual therapy to diverse adults with a range of presenting issues that are informed by psychodynamic and feminist theories. In her spare time, she enjoys walking by the lake and spending time with her nieces, nephew, and two cats.

Dr. Anissa Rivers, Director of Clinical Training

Dr. Anissa Rivers, PsyD (she/her) graduated from Purdue University Northwest with MS in Counseling and completed her PsyD at Adler University. She is currently a Licensed Clinical Psychologist in Illinois and Indiana with over 20 years of experience in community mental health settings. Her career began as a substance abuse counselor and evolved into roles as a clinical psychologist, with additional experience teaching at the undergraduate and graduate levels. For more than a decade, she was a clinical and assessment supervisor before assuming the role of Director of Training for an APA-accredited internship program, a position she held for the last six years.

Dr. Rivers' clinical experience focused on individuals with mental health, physical health

and forensic concerns, co-occurring disorders, and a history of complex trauma in underserved treatment areas. Her research interests center on characteristics of empathy and absorption in individuals who engage in role-playing games as well as clinical and training applications of role-playing and collaborative storytelling. She is looking forward to collaborating with the students, faculty, and staff of the Illinois School of Professional Psychology at National Louis University as the Director of Clinical Training.

Dr. Emese Vitalis, Assistant Professor

Dr. Vitalis is an assistant professor at the Illinois School of Professional Psychology. She obtained her Ph.D. in Psychology from Radboud University, Nijmegen, Netherlands, and has more than fifteen years of experience teaching face-to-face and online courses to college and graduate students from many different countries, social backgrounds, interests, and ages. Dr. Vitalis has taught a wide variety of courses, most recently Cognitive and Affective Processes, Biological Bases of Behavior, Child and Adolescent Development, Research Methods, History and Systems, and Health Psychology. She has conducted research in learning and text understanding, trained middle and high school students in learning and exam-taking strategies, and teachers in student learning processes. Dr. Vitalis has managed research groups, volunteers, and committees. Dr. Vitalis currently serves as a member of the Advisory Board of the Psychology Program at St. Augustine College in Chicago. Her clinical experience includes assessment, testing, and therapy. Dr. Vitalis also has an MBA and a Certificate of Entrepreneurship from the University of Montana and has experience in coaching start-up companies and writing business plans.

Dr. Vitalis was born and raised in Hungary and has lived in four different countries. She enjoys traveling, writing, and movies.

Dr. Margaret Warner, Professor

Margaret S. Warner, Ph.D., is a distinguished professor at the Illinois School of Professional Psychology at NLU, having taught classes relating to client-centered therapy, group therapy, family therapy, diversity, and severe psychology since 1983. Her doctorate is in behavioral sciences from the Committee on Human Development at the University of Chicago.

She is a client-centered therapist who has practiced for over 35 years, with a particular emphasis on work with clients experiencing “difficult process,” those typically diagnosed with

borderline, narcissistic, dissociative identity disorders or schizophrenia. Her clinical training was undertaken at the Chicago Counseling and Psychotherapy Center, an offshoot of the original Counseling Center founded by Carl Rogers at the University of Chicago. She was a co-founder of the Concentration in Client-Centered and Experiential Psychology at the Chicago campus of the Illinois School of Professional Psychology.

Dr. Warner also has a particular interest in a person-centered approach to diversity issues. She co-founded a group called “Face to Face with Diversity” that conducted a day-long, person-centered diversity group at the Chicago 2000 conference. Following this, the Face to Face with Diversity group designed a group class called “Exploring Diversity,” in which students explore diversity issues in an open person-centered group that has a “critical mass” of students of color. She is currently working on developing a clinical Psychology training site called Person-Centered Psychological Services (www.pcpsychservices.com).

Dr. Warner has published widely and has offered many presentations to international groups on “difficult process,” diversity, and the person-centered theory of meaning. Dr. Warner, with a group of volunteers, convened Chicago 2000: The Fifth International Conference in Client-Centered and Experiential Psychotherapies, the first time that this conference had been held in the United States. She is a founding member of the World Association for Person-Centered and Experiential Psychotherapy and Counseling.

Dr. Sandra Zakowski, Professor

Dr. Sandra G. Zakowski is a professor in clinical psychology and a licensed clinical psychologist in Illinois. She obtained her Ph.D. in medical psychology at the Uniformed Services University of the Health Sciences and subsequently completed a clinical respecialization at the Illinois Institute of Technology.

She has been teaching for over 20 years and, prior to joining the Illinois School of Professional Psychology, was a faculty member at Rosalind Franklin University of Medicine and Science. In addition, she worked as mental health program director for Heartland Alliance in Northern Iraq and helped develop a master’s program in clinical psychology at Koya University, where she also taught.

Dr. Zakowski’s clinical and academic interests focus on trauma, refugee psychology, and international psychology. She is particularly interested in cross-cultural applications of trauma

treatment and in the psychological consequences of human rights abuses. She worked as a therapist at the Heartland Alliance Marjorie Kovler Center for the Treatment of Survivors of Torture for about seven years. She also serves as a pro bono consultant for international organizations, including Physicians for Human Rights, Advocates Abroad (Greece), and the SEED Foundation (Iraq). She provides pro bono forensic psychological evaluations for asylum cases and conducts clinical consultations and training workshops internationally on topics related to trauma, the psychological consequences of forced migration, and health psychology.

Her current research investigates psychological trauma related to genocide, political persecution, and gender-based violence, and she has an interest in the ethics of international psychological research. She is a member of the Scientists on Call program of the American Association for the Advancement of Science (AAAS) and has contributed scientific consultations for international organizations documenting human rights abuses. Prior to completing her clinical re-specialization, her work was primarily focused on health psychology research, and she published studies in the areas of psychoneuroimmunology, psycho-oncology, and the psychobiological effects of chronic and acute stress.

Appendix A: Concentration Descriptions

ISPP Concentration Descriptions

Child and Adolescent Psychology Concentration

Faculty Lead: Dr. Kanae Kura

Description:

The Child & Adolescent Psychology concentration provides students an opportunity to gain expertise in working with children and adolescents. The concentration is designed to develop clinical competency in diagnostic assessment, therapeutic intervention, program development, and prevention strategies.

The concentration emphasizes the value of integrating cultural, racial, gender, and sexual orientation factors into understanding optimal adaptation and dysfunction.

The Child & Adolescent Psychology concentration consists of 10.5 credit hours, which will count as elective credits in the PsyD program requirements. Additional requirements include

- a) Research in the area of Child & Adolescent Psychology: This can be demonstrated in the Dissertation or at least one research presentation on a Child & Adolescent Psychology topic at a known conference.
- b) Applied experience in a clinical setting with a specific Child & Adolescent Psychology focus: This can be any practicum or internship placement that allows for training with children and adolescents. Students must attain a total of 500 hours of clinical child and adolescent work.

Application and Admission Process:

Students who wish to be considered for the Child & Adolescent Psychology Concentration must submit a form of intent and have the approval of the Child & Adolescent Psychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University and ISPP and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Child & Adolescent Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. The concentration in Child & Adolescent Psychology further requires the satisfactory completion of 10.5 semester credits distributed as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Course Requirements

Requirements:

Students must complete an additional **the following** courses, these courses are subject to change. New courses might be added, and not all courses are offered every year:

- PSYD 734 Child Psychopathology (3SH)

- PSYD 746 Evidence Based Treatment of Child and Adolescent Disorders (3SH)
- PSYD 747 Child and Adolescent Psychological Assessment (3SH)
- PSYD 729 Serving Youth and Families in Urban Environments (1.5 SH)

***Other relevant special topics courses as added or approved by the concentration chair**

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in Child and Adolescent Psychology concentration are encouraged to seek sites that allow specialized training with Child and Adolescent populations. Students must attain a total of 500 hours of such training.

Internship Requirements

Students in the Child and Adolescent Concentration are encouraged to complete internships at sites that allow for training within Child and Adolescent populations.

Dissertation Requirements

Students in this concentration are required to complete their Dissertation in Child and Adolescent Psychology or conduct at least one research presentation on a Child and Adolescent topic at a known conference.

Clinical Health Psychology Concentration

Faculty Lead: Dr. Misty Mann

The concentration in Clinical Health Psychology provides specialized training in the study of clinical health psychology to doctoral clinical psychology students at the Illinois School of Professional Psychology.

Considerations:

The concentration-related credits will total 10.5 credit hours, which will count as elective credits within the context of the typical program requirements. These 10.5 credits are distributed between three primary competency areas, including:

- a. Healthcare systems,
- b. Disease Prevention
- c. Management, and Assessment and Intervention in Clinical Health Psychology.
- d. Additional requirements include:
 - a. Research in the area of Clinical Health Psychology. This could be demonstrated in the Dissertation or at least one research presentation on a Health Psychology topic at a known conference.

- b. Applied experience in a Clinical Health setting. This could be any practicum or internship placement that allows for training within the Health Psychology population. The student must attain a total of 500 hours.

Application and Admission Process:

Students must be in good standing within the ISPP program. Students who wish to be considered for the Clinical Health Psychology Concentration must submit a form of intent and have the approval of the Clinical Health Psychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP, and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Clinical Health Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. The concentration in Clinical Health Psychology requires the satisfactory completion of 10.5 semester credits distributed as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Course Requirements:

Required:

PSYD762 Integrated Healthcare Psychology (1.5)

Elective Requirements: Students must complete **9 credit hours** of Health Psychology elective courses. These courses are subject to change. New courses might be added and not all courses are offered every year. The student may choose any combination that equals the required 9 credits total:

PSYD895H Special Topics: The Effects of Sleep Wake Factors on Psychopathology (1.5)

PSYD812: Foundations of Mindfulness (1.5-3)

PSYD766: Self Care for Mental Health Professionals (1.5)

PSYD842: Pain Assessment and Treatment (1.5)

PSYD864: Treatment of Anxiety Disorders (1.5)

PSYD867: Psychology, Stress, and the Human Body (3)

PSYD848: Death, Dying, and Bereavement (1.5)

*Other relevant special topics courses as added or approved by the concentration chair

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Health concentration are encouraged to seek out sites that allow for training within the Health Psychology population. The student must attain a total of 500 hours working with a health psychology population.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that allows for training within the Health Psychology population. While this is not required, it is recommended if students hope to pursue future careers in Health Psychology.

Dissertation Requirements

Students in this concentration are required to complete their Dissertation in the area of Clinical Health or conduct at least one research presentation on a Health Psychology topic at a known conference.

Client-Centered and Experiential Psychotherapies Concentration

Faculty Lead: Dr. Margaret Warner

The Client-Centered and Experiential Psychotherapies concentration focuses on coursework and training, as well as a community of support for students who want to develop themselves as client-centered or experiential psychotherapists or develop skills that support their development as empathic relational psychotherapists.

Considerations:

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks or to apply skills to other collaborative, empathic-relational styles of psychotherapy. Graduates will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies and collaborative, empathic-relational psychotherapies.
- Graduates will have training and experiences that encourage the development of the relational qualities central to person-centered work: empathic understanding, personal authenticity, and non-judgmental prizing.
- Training in the concentration will emphasize the development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences — including diversity of culture, race, gender, religion, sexual orientation, and levels of psychological functioning.
- Coursework and practicum experience in the Client-Centered and Experiential Psychotherapies concentration can be used toward gaining certificates in Client-Centered and/or Experiential Psychotherapy.

Application and Admission Process:

Students must be in good standing within the ISPP program. Students who wish to be considered for the Client-Centered and Experiential Psychotherapies Concentration must submit a form of intent and have the approval of the Client-Centered and Experiential Psychotherapies faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP, and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Client-Centered and Experiential Psychotherapies concentration requires the satisfactory completion of

the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. Students in this concentration are required to fill the elective requirements portion of the program with the courses as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Course Requirements

Required:

- PSYD833 - Advanced Person-Centered Therapy and Supervision (3)

Elective Requirements - Students can choose 7.5 credits from the following:

- PSYD767 - Exploring Diversity I (1.5)
- PSYD768 - Exploring Diversity II (1.5)
- PSYD764 - Extended Empathic Responding I (1.5)
- PSYD765 - Extended Empathic Responding II (1.5)
- PSYD766 – Self-Care for Mental Health Professionals (1.5)
- PSYD867 – Psychotherapy and Spirituality (3)
- *Other relevant special topics courses as added or approved by the concentration chair

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Client-Centered and Experiential Psychotherapies concentration are encouraged to seek out sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available. Students in the concentration are encouraged to take their Therapy Practicum Seminar with a client-centered or experiential faculty member if possible.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available.

Dissertation Requirements

Students in this concentration are required to complete their Dissertation in the area of Client-Centered and Experiential Psychotherapies or conduct at least one research presentation on a Client-Centered and Experiential Psychotherapies topic at a known conference.

TRAUMA PSYCHOLOGY CONCENTRATION

Faculty Lead: Dr. Sandra Zakowski

The concentration in Trauma Psychology is geared toward students with a special clinical interest in trauma work and provides training in theoretical models of trauma and evidence-based practice. The Trauma Psychology concentration includes emphasis on the core competencies of scientific knowledge about trauma, trauma-focused assessment, trauma-focused psychosocial intervention, and trauma-informed professionalism following recommendations of the New Haven Competency Conference (Cook & Newman, 2014). Students will acquire knowledge and skills in trauma-informed care across diverse populations and settings, and across the developmental life span. Special professional considerations of therapist secondary trauma and self-care will be addressed.

The concentration-related credits will total 10.5 credit hours, which will count as elective credits within the context of the typical program requirements. Additional requirements include: a) Research in the area of Trauma Psychology (this could be demonstrated in the Dissertation or at least one research presentation on a Trauma Psychology topic at a known conference). b) Applied experience in a Clinical setting with a specific trauma focus or with a trauma rotation (this could be any practicum or internship placement that allows for training with trauma treatment. The student must attain a total of 500 hours in clinical trauma work).

Application and Admission Process:

Students must be in good standing within the ISPP program. Students who wish to be considered for the Trauma Psychology Concentration must submit a form of intent and have the approval of the Trauma Psychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP, and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements

The Trauma Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. The concentration in Trauma Psychology further requires the satisfactory completion of 10.5-semester credits distributed as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Course Requirements:

Elective Requirements: Students must complete **10.5 credit hours** of Trauma Psychology elective courses. These courses are subject to change. New courses might be added and not all courses are offered every year. The student may choose any combination that equals the required 7.5 credit total:

- PSYD 766 Self-care for mental health professionals (1.5SH)
- PSYD 841 Dialectical Behavior Theory and Therapy (1.5SH)
- PSYD 846 Fundamentals of International Mental Health Work (3SH)
- PSYD 848 Death, Dying, and Bereavement (1.5SH)
- PSYD 878 Global Migration and Mental Health (3SH)
- PSYD775 Advanced Trauma Interventions for Adult Clients (1.5-3SH)
- PSYD748 Child and Adolescent Trauma Treatment and Assessment (1.5-3SH)

Possible additional electives to be developed:

- Immigrant and Refugee Psychology
- Human Trafficking
- Disasters, Mass Violence and Psychological First Aid
- Assessment and Treatment of Military Personnel and Veterans

*Other relevant special topics courses as added or approved by the concentration chair

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Trauma Psychology concentration are encouraged to seek out sites that allow for specialized training in trauma-informed care. The student must attain a total of 500 hours of such training.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that allows for training within trauma-informed care.

Dissertation Requirements

Students in this concentration are required to complete their Dissertation in the area of trauma or conduct at least one research presentation on a trauma topic at a known conference.

Appendix B:

ISPP Diverse Student Recruitment and Retention Plan

ISPP Diverse Student Recruitment and Retention Plan

The Illinois School of Professional Psychology (ISPP) is committed to the recruitment and retention of a diverse student population. A key element in this effort is creating a learning environment that is not only academically challenging but also accepting, sensitive, and responsive to the needs of students from diverse backgrounds. National Louis University (NLU) fully supports and serves its students through continuing practices and policies in alignment with its mission and values to provide a diverse and supportive learning environment.

Consistent with National Louis University's mission and values, ISPP developed a recruitment and retention plan focused on increasing the representation of cultures, backgrounds, and experiences in the student body. The Diverse Student Recruitment and Retention Plan (DSRRP) incorporates strategic efforts to ensure student diversity within the program.

Data from APA's Center for Workforce Studies (2018) shows an underrepresentation of psychologists from racial/ethnic minority groups. The population of psychologists overall is only 14% racial/ethnic minority, compared with the US population, which is 38% racial/ethnic minority. ISPP is committed to increasing the recruitment and retention of students from racial/ethnic minority backgrounds to help contribute to a more diverse psychology workforce in order to best serve patient populations. Detailed below is the ISPP plan regarding recruitment and retention of students from diverse backgrounds.

Diverse Student Recruitment

Targeted Outreach Activities

The ISPP Admissions Committee works closely with the ISPP Clinical Enrollment & Outreach Specialist to ensure announcements about our program reach diverse applicants. The program makes efforts to recruit applicants in the following ways:

- Sending program materials to colleges and community programs that are known to serve minority communities.
- Hosting tables at diverse college and university graduate fairs throughout the region and state, including the University of Illinois, Chicago; St. Xavier University in Chicago; Northeastern Illinois University; and St. Augustine University, among others.
- Arranging for faculty speaking engagements at these colleges when possible.
- Attending college fairs and other events at locations/campuses known for their diversity, including the McNair Scholar's fair, whose mission is to support first-generation college students and/or students from underrepresented backgrounds.
- Attending the American Psychological Association Convention and other national conventions, when possible, in order to recruit broadly from a national pool of attendees.
- Encouraging personal outreach and recruitment to potential applicants from faculty and ISPP alumni

Informational Materials

The program seeks to represent people from diverse ethnicities and backgrounds in its published materials and continues to advocate for appropriate representation of diverse individuals and themes in its program marketing, which is developed at the institutional level. ISPP faculty members will collaborate with the marketing and enrollment team to develop outreach materials that highlight the diversity in the student body, describe the curricular emphasis on diversity education and preparation to work with diverse populations and provide an overview of the diversity resources available on campus.

Bias Awareness

ISPP is committed to reducing the impact of bias on admissions decisions. Increasing awareness of implicit bias helps to reduce instances of biased decision-making. Thus, faculty and the Director of Outreach and Enrollment openly consider the possibility of unconscious bias in the selection and evaluation of applicants. Additional steps are taken in an effort to reduce bias:

- All applicants are reviewed by at least two faculty members; each faculty member makes a recommendation for admission prior to the admissions committee review
- The admissions committee includes at least two ISPP faculty
- GRE scores are not required for admission. This is due to issues of bias in standardized testing and GRE requirements serving to deter more racial and ethnic minority applicants than white applicants.
- ISPP faculty are to consider non-traditional aspects of an applicant's experience (family background, life experience, motivation, and drive). This is particularly important for applicants who come from historically under-represented groups in higher education and/or who have experienced disadvantages of racism, oppression, and discrimination.

Post Acceptance Recruitment

Following acceptance, ISPP faculty and staff continue to actively recruit admitted students.

- Within a few days of the notice of acceptance, the interviewing faculty reaches out to admitted students to offer congratulations and an opportunity to answer questions or provide information
- ISPP invites admitted students to attend program and university events
- Admitted students are invited to attend a class and/or meet with graduate students in the program
- Admitted students are offered the opportunity to be paired with a peer mentor
- When available and based on eligibility, ISPP invites admitted students to apply for scholarships

Review Process of Recruitment Efforts

The program administration and faculty monitor and review our success in attracting diverse students on an annual basis with regard to the gender, racial/ethnic, disability, and foreign national composition of the incoming cohort—using data from the CoA's Annual Report Online, annual

program reviews, and first-year student review conducted each Fall semester. As noted previously, data from APA's Center for Workforce Studies (2018) shows an underrepresentation of psychologists from racial/ethnic minority groups; the overall population of psychologists who identify with a racial/ethnic minority status is 14%. The goal of the program is to recruit a diverse student body across multiple areas of difference, working to contribute to an increased percentage of psychologists from diverse backgrounds. The program will continue to review and monitor our ability to recruit and retain students from diverse backgrounds. The admissions committee gathers data on the outreach efforts, the number of applicants that result from these efforts, sociodemographic variables of applicants, admitted students, and the final incoming cohort. These data are used to examine where more efforts are needed to increase the diversity of the student body (e.g., greater outreach, increasing acceptance rates, or increasing the percentage of admitted students who enroll).

Diverse Student Retention

Once admitted, ISPP seeks to support students towards successful matriculation through the program in an academic environment that is rigorous, challenging, and honoring of difference. Students are supported in the following ways:

- Participation in the Professionalization Group with the Program Director or other ISPP Faculty to provide a built in system of program and faculty support.
- Students are paired with a faculty advisor, based on student preference, to provide additional academic, professional, and personal support.
- Students are paired with a student mentor.
- ISPP faculty, staff, and students gather for monthly community meetings to foster collegiality and relationships among these groups.
- Students are encouraged to participate in student groups through the program and university.
- ISPP faculty check in each week regarding any students who seem to be struggling. Faculty advisors reach out to offer support and resources as needed.
- All students are reviewed during the annual student review process. Faculty attempt to identify students who need additional support or resources as a preventative measure.
- ISPP faculty and staff remain alert to systematic barriers that may limit the advancement of diverse students and make efforts to address these.
- ISPP welcomes feedback from students on systematic barriers that may limit the advancement of diverse students; efforts are made to address these barriers as quickly as possible.
- The program seeks feedback from students – via a diversity climate survey – on an annual basis. The results of this feedback are shared and used to make changes.

Curriculum

The ISPP curriculum conveys and reinforces the importance of diversity, equity, and inclusion in the profession. Students are expected to learn about diverse groups and develop competence in working with psychotherapy clients from diverse backgrounds, including, but not limited to, race, ethnicity, religious affiliation, gender, gender identity, sexual orientation, ability status, socioeconomic status, country of origin, and age. Students are challenged to explore the intersection of various cultural identities and the dynamics of power, privilege, and oppression in the therapy relationship, the profession, and society at large. Students are also called to examine their own cultural identities, experiences of privilege and oppression, experiences interacting with people from diverse groups, implicit biases and stereotypes, and participation in institutional and systemic racism.

The ISPP curriculum has two required courses on diversity – a first-year course that focuses on learning about different groups and a third-year course that focuses on exploring one’s own cultural backgrounds and biases. Students also choose one diversity elective course. In addition, all courses are required to incorporate issues of diversity, and the program monitors this via syllabus review and asking students (on the mid-course evaluations) how well the course and faculty do with integrating diversity and multicultural issues in the course. This provides an opportunity for mid-course correction if students indicate that there is insufficient attention to issues of diversity. Diversity efforts are supported by the clinical psychology faculty and staff, as well as by other campus programs and the institution at large.

Review Process of Retention Efforts

The program administration and faculty monitor and review our success in retaining students from diverse backgrounds. When students withdraw from the program, the program director requests to meet with them to discuss their experiences and identify areas of improvement for the program. On an annual basis, the program reviews retention, persistence, and graduation data and seeks to understand differential outcomes based on race, gender, or other diversity demographics. When differential outcomes are identified, faculty and program administrators devise follow-up plans to better understand and address these differences. For example, data from exit interviews, student satisfaction surveys, student learning and assessment, and differential outcomes are used to examine where more efforts are needed to increase the retention of diverse students. Subsequent changes are made, and the effectiveness of those changes are evaluated at the following annual review, or sooner, if appropriate.

Lin, L., Stamm, K., & Christidis, P. (2018). How diverse is the psychology workforce? *Monitor on Psychology*, 49(2), 19.

Appendix C: Program Forms

- Official Evaluation and Course Summary
- First Year Review
- Consent for Audio/Video Taping
- Request for Approval to Work
- Advanced Track Application

Official Evaluation and Course Commentary

Student Name:
NLU ID:
Course Number and CRN:
Instructor:

Academic Term:
Course Title:
Advisor:

Overall Rating Criteria:

5=Exceptional – top 1%
4=Proficient/Advanced - top 20%
3=Intermediate/Expected - middle 21-79%
2=Novice/Remediate (Satisfactory with Possible Concerns-need to monitor) - bottom 20%
1=Unqualified/Significant Concerns (unsatisfactory-need for remediation) - bottom 1%

ACADEMIC/CLINICAL COMPETENCY – refers to the demonstrated ability, both in written and verbal form, to apply a complex skill set to the process of acquiring knowledge, applying knowledge, and critically evaluating theory and applications. These skills include, but are not limited to, a clear understanding of concepts and theory, the ability to relate theory to clinically relevant situations, issues, and questions, apply abstract thinking skills to critically evaluate and formulate cogent ideas.

- | | |
|--|----------|
| 1. Mastery of Course Content | comments |
| 2. Clinical Reasoning and Conceptualization | |
| 3. Clinical Skill Mastery | |
| 4. Evidence of Critical Thinking and Conceptual Analysis | |
| 5. Evaluation of own thinking process | |
| 6. Clarity of written communication | |
| 7. Clarity of verbal communication | |
| 8. Orderly presentation of ideas | |

PROFESSIONAL CONDUCT & CLINICAL SUITABILITY COMPETENCY – Dealings with others characterized by respect for people of all groups, and an awareness of duties and responsibilities and the behaviors consistent with that awareness. Includes a) respectful interpersonal interactions with fellow students, faculty and staff, etc. b) knowledge of APA Code of Ethics and behavior consistent with ethical conduct

- | | |
|--|----------|
| 9. On Time, Prepared and Present for Class | comments |
| 10. Timeliness of Required Assignments | |
| 11. Contributions are Respectful, Applicable and in Service of the Learning Task | |
| 12. Professional Conscientiousness, Energetic and Responsible (i.e. Work Ethic) | |
| 13. Formulating and providing constructive feedback to peers | |
| 14. Understanding the Role of Difference: Knowledge and Sensitivity to Culture Differences | |
| 15. Openness and Commitment to Self-Evaluation | |
| 16. Awareness and Orientation to APA Code of Ethics and Other Professional Guidelines | |
| 17. Respect for Confidentiality | |
| 18. Awareness of Self: Assumptions, Values, Biases, and Impacts of Those | |
| 19. Understands and Conducts Self as an Adult Learner | |

Academic concerns:

Professional Conduct and Suitability Concerns:

Course grade:

Refer to advisor:

Suggest writing assistance:

Require writing assistance

Misc. comments/ notable strengths/evidence of personal/professional growth (optional):

Faculty Signature:

First Year Student Evaluation

Evaluation of Academic Competency and Professional Conduct & Clinical Suitability Competency

Student Name
ProGroup Leader

Program
Advisor

Evaluation
Term & Year

This feedback form is a *summary evaluation* of the student's professional development during the first year based upon Professionalization Group, first year course grades and course evaluation comments. Each student is evaluated on core competencies throughout the clinical program which focus on Knowledge, Skills and Attitudes. Overall Rating Criteria:

5 = Professional (Excellent) – top 1%

4 = Proficient/Advanced (Very Good) – top 20%

3 = Intermediate/Expected (Good) – middle 21%-79%

2 = Novice/Remediate (Satisfactory with Possible Concerns – need to monitor) – bottom 20% 1 = Unqualified/Significant Concerns

(Unsatisfactory – need for remediation) – bottom 1%

ACADEMIC COMPETENCY – refers to the demonstrated ability, both in written and verbal form, to apply a complex skill set to the process of acquiring knowledge, applying knowledge, and critically evaluating theory and applications. These skills include, but are not limited to, clear understanding of concepts and theory, ability to relate theory to clinically relevant situations, issues and questions; apply abstract thinking skills to critically evaluate and formulate cogent ideas.

(1) Clarity of Written Communication	*What academic concerns, specifically?
(2) Clarity of Verbal Communication	
(3) Organization of Ideas	
(4) Orderly Presentation of Ideas	
(5) Evidence of Critical Thinking	
(6) Evidence of Conceptual Analysis	
(5) Basic Understanding of the Logic and Fundamentals of Research Design and Critical Examination of Emerging Clinical Research	
(6) Basic Demonstration of Competency in Scientific Inquiry in Order to Foster Lifelong Learning	
(7) Evaluation of Own Thinking Process	

Academic Concerns:

*See Remediation Plan page 2

PROFESSIONAL CONDUCT & CLINICAL SUITABILITY COMPETENCY – Dealings with others characterized by respect for people of all groups, and an awareness of duties and responsibilities and the behaviors consistent with that awareness. Includes a) respectful interpersonal interactions with fellow students, faculty and staff, etc. b) knowledge of APA Code of Ethics and behavior consistent with ethical conduct.

Unexcused or Excessive Tardiness or Absences	*What conduct/suitability concerns, specifically?
(9) Timeliness of Required Assignments (10) Effectively communicates respectful and pertinent contributions / questions in classes that contribute to the quality of the discussion and the deepening of understanding (11) Professionally Conscientiousness, Energetic and Responsible (i.e. work ethic) (12) Formulating and Providing Constructive Feedback to Peers (13) Understanding the Role of Difference: Knowledge & Sensitivity to Culture Differences	

(14) Openness and Commitment to Self Evaluation	
(15) Awareness and Orientation to APA Code of Ethics & Other Professional Guidelines	(16) Sensitive Approach to the Integration of Diversity in Professional Behavior
(17) Demonstrate Self-Reflective Capacity and Openness to Critical Feedback	(18) Respect for Confidentiality
(19) Awareness of Self: Assumptions, Values, Biases and Impacts Thereof	
20) Understands and Conducts Self as an Adult Learner	

Professional Conduct and Suitability Concerns:

***See Remediation Plan page 2**

PRACTICUM READINESS

Eligibility endorsed by advisor to proceed in practicum process

***Please note specifics as to why practicum eligibility is NOT endorsed or why there are Reservations:**

***Remediation Plan: Academic Concerns**

***Remediation Plan: Conduct/Suitability Concerns**

Faculty Signature

Date

This is acknowledgement that I have received this feedback and had the opportunity to review and discuss it with my pro-group leader:

Student Signature

Date:

Student Comments (optional)

Copy to: Academic file, Training Department, Advisor, and student.



**CONSENT FOR AUDIO AND/OR VIDEO TAPING AND RETENTION OF
AUDIO AND/OR VIDEOTAPES**

_____ I freely consent to the audio and/or videotaping of my interview, testing, or
Client initials psychotherapy conducted by _____ as part of his/her training
in psychology.

_____ I freely consent to allow retention of an (audiotape/ videotape – circle) of my
Client initials interview and/or testing conducted on _____ by
_____ as part of an assignment for his/her course in
psychological assessment. The audio/video tape may be retained for use in
training graduate students within the Illinois School of Professional
Psychology at National Louis University. It cannot be used for any other
purpose or in any other location without my written consent.

All audio recordings that are used for educational purposes will be stored on
password protected devices. Files will be deleted after educational use has
been completed.

I understand that I am free to withdraw my consent for retention of audio or
video tapes at any time.

Participant _____ Date _____

Parent/Guardian _____ Date _____
(required for all participants under age 18)

Student _____ Date _____

Professor/Supervisor _____ Date _____

REV 04/2019



Illinois School of Professional Psychology
At National Louis University

**Student Request for Employment Approval Form
(for Psychological/Behavioral Health positions)**

Student Name: _____

Credentials: _____ License #/Certification _____
(Submit copy if applicable)

Current Program: MA _____ PsyD _____

Please fill in the information below regarding the Agency you are seeking approval for employment.

Employer/Agency Name: _____

Address: _____

Supervisor Name: _____

Phone #: _____ Email: _____

Degree required for position: BA _____ MA _____

Job Title: _____

Description of job responsibilities/duties/ you will be performing during your employment:

Hours worked per week: _____

I understand that I cannot obtain employment while enrolled at ISPP without gaining prior approval from the ISPP Directors of Clinical Training and the Program Director. I also understand should any changes be made to my job responsibilities or place of employment, the Directors of Clinical Training and Program Director must be notified and a new Student Request for Employment Approval Form must be submitted for approval. Failure to comply with this procedure constitutes a violation of policy. Please refer to the Academic Catalog.

SIGNATURE OF STUDENT

Date

Program Review:

Approved: _____

Approved Level: **BA** _____ **MA** _____ **NEITHER** _____

Comments:

The request has been reviewed by the ISPP Clinical Training Directors and Program Director.

DIRECTOR OF CLINICAL TRAINING

Date

PROGRAM DIRECTOR

Date

=====

Declined: _____

Comments:

The request has been reviewed by the ISPP Clinical Training Directors and Program Director.

DIRECTOR OF CLINICAL TRAINING

Date

PROGRAM DIRECTOR

Date

COMPLETING THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM IN FOUR YEARS (ADVANCED TRACK)

Some students, because of their previous graduate experience, clinical acumen, and ability to commit their full attention to the doctoral program, may seek approval to complete their degree in less than five years. The faculty is committed to ensuring that these students meet the rigorous requirements of pre-doctoral internship placement and have achieved the highest level of required competency. Students seeking this track should meet the following standards:

Admitted Students, Seeking a Four Year Track Must Meet the Following Pre-Program Pre-Requisites:

- Completion of a master's degree in clinical psychology or another mental health field, at a regionally accredited institution. A master's practicum must be part of this degree.
- Successful completion (grade of B or better) in Graduate level Statistics or Research Methods; with course accepted for ISPP Transfer Credit
- A minimum of 18 SH of Transfer Credit accepted into the ISPP PsyD program.
- (Preferred) Demonstrated ability to successfully complete a research project, demonstrated via a senior honor's thesis, master's thesis, research conference presentation, or other significant research work.

Note: By October 1st of the year, applying for internship, students must have 100 face-to-face Assessment hours and 150 face-to-face Intervention hours obtained at a program-sanctioned doctoral level practicum training, plus a minimum of 250 face-to-face intervention hours obtained at a master's level practicum or internship. Please see the Clinical Training Manual for what qualifies as face-to-face Intervention and Assessment hours.

All Advanced Track Applicants Must Meet/Maintain the Following Requirements:

- Doctoral GPA of 3.75 or higher
- No grades below "B" on their ISPP transcript
- Satisfactory yearly student reviews
- No referral to the Student Professional Development Committee
- Satisfactory reviews from all practicum sites
- A minimum score of "Pass" on all portions of the Diagnostic Capstones I & II
- A minimum of face-to-face clinical training prior to internship application. See note above.
- Personal statement of rationale for the advanced track acceptance
- Completion of the Advanced Track Application

To be eligible to pursue the Advanced Track, and to remain eligible, students must meet all program standards, expectations, and deadlines. **Approval to pursue the Advanced Track curriculum is not a guarantee that students will be able to complete the program in a faster timeline.** Eligibility for the Advanced Track is an ongoing process, and students can be removed from the Advanced Track path at any time. Students who fail to demonstrate competency in any program area may be delayed in their planned degree completion. Additionally, all students must receive faculty endorsement to apply for internship. Pursuit of the Advanced Track Curriculum does not guarantee Faculty Endorsement to apply for Internship early.

APPLICATION BELOW

Illinois School of Professional Psychology

Application for Advanced Track Status

Doctor of Psychology in Clinical Psychology Program

Name _____ Student ID _____

Year entered PsyD program _____

Phone No. _____ Email Address _____

Students seeking approval to complete their PsyD degree in less than 5 years must obtain verification of the following requirements:

Requirement	Student current information	Verified by	Signature
Doctoral GPA of 3.75 or higher		Graduate Advisor	
Completion of Master's degree		Graduate Advisor	
Successful Transfer of Statistics or Research Methods		Graduate Advisor	
Successful Transfer of 18 SH or more of Graduate Course Credit		Graduate Advisor	
No grades below B on ISPP transcript		Graduate Advisor	
Satisfactory yearly student reviews		Advisor	
No referral to the Student Professional Development Committee		Committee Chair	
Satisfactory reviews from all practicum sites		Training Director	
A score of Pass on all portions of the Diagnostic Capstone Exams		Training Director	
Minimum Face-to-Face Clinical Training Hours as noted above		Training Director	

In addition, students must submit:

- ☐ • a letter of rationale for advanced track;
- ☐ • an unofficial copy of their MA transcript.

Completed forms should be submitted along with the required documentation to the Graduate Advisor. The

Graduate Advisor will retain a copy of all documents for the academic file and forward originals to the Program Director for review. After the Program Director has approved or denied the application, the original documents will be sent back to the Graduate Advisor. The student, the student's advisor, and the Clinical Training Department will be notified of decision.

Program Director Review:	
Application Approved _____(Date)	Denied _____(Date)
Comments _____	
Signature _____	

